DOCUMENT RESUME

ED 192 807 IR 008 890

TITLE New England Dissemination Network of State Validated Practices.
INSTITUTION Connecticut State Dept. of Education, Hartford.; Maine State Dept. of Education, Augusta.; Massachusetts State Dept. of Education, Boston.; New Hampshire State Dept. of Education, Concord.; Rhode Island State Dept. of Education, Providence.; Vermont State Dept. of Education, Montpelier.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 80
NOTE 78p.; Some small print may not reproduce clearly.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Educational Resources; *Information Dissemination; *Information Networks; *Resource Materials; *State Departments of Education; *Validated Programs
IDENTIFIERS United States (New England)

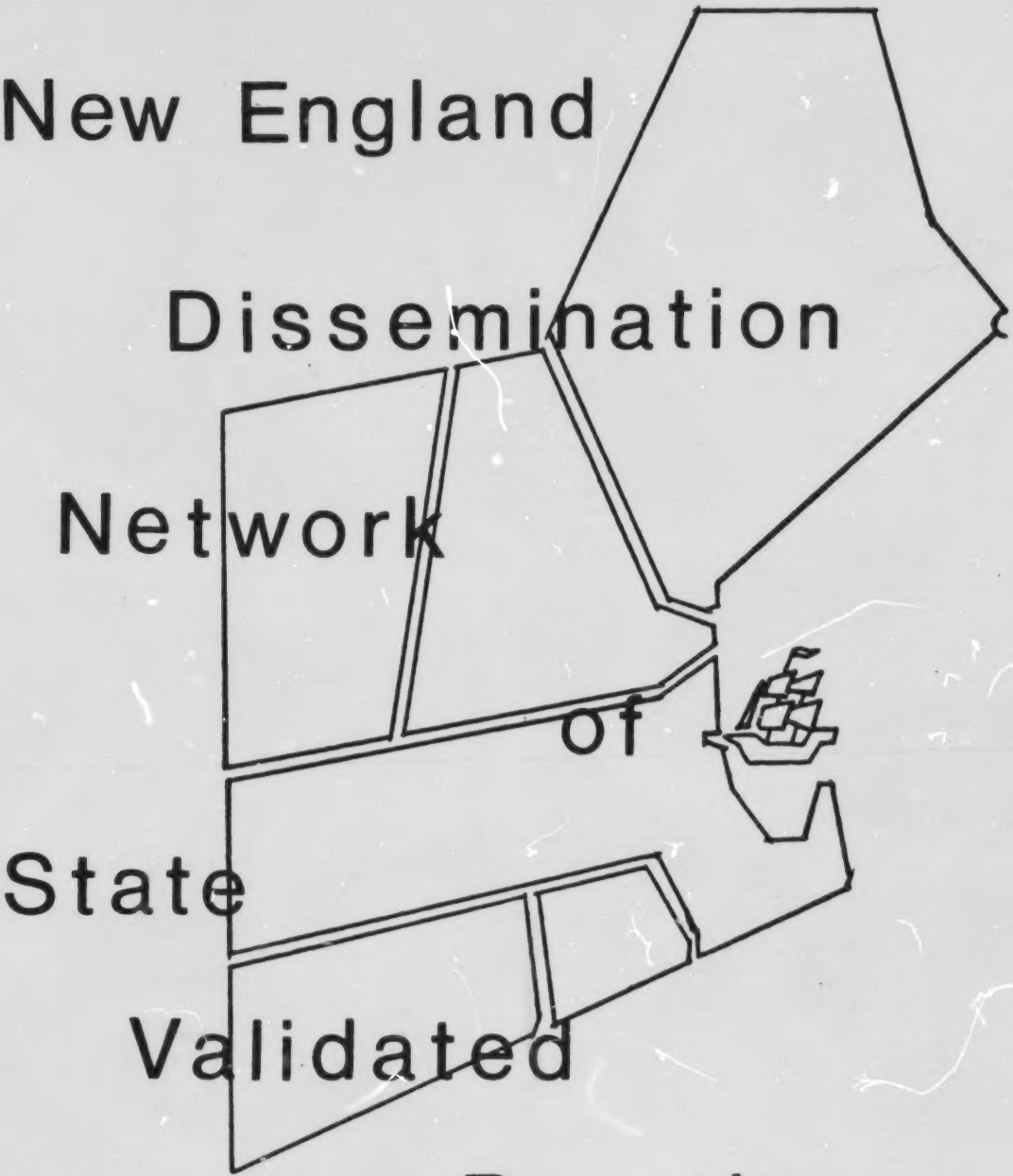
ABSTRACT

This catalog presents a resources guide to 52 currently operating education programs of high quality validated by state departments of education. It is structured by major categories and accessed by RECON (Regional Communication Outreach Network) catalog numbers. Validated programs and services are offered in the categories of adult education; alternative schools/programs; bilirgual/migrant education; career/vocational education; early childhood/parent readiness/parent involvement; environmental education/science/social science; organizational arrangements/administration; preservice/inservice training; reading/language arts/mathematics; special education/learning disabilities; special interests--arts/communication/technology; and special interests--gifted and talented/health/human behavior/physical education. The description of each project includes its adoption site, descriptors, target audience, project description, evidence of effectiveness, implementation requirements, financial requirements, services available, and a point of contact. Title and state indexes are provided. (RAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192807

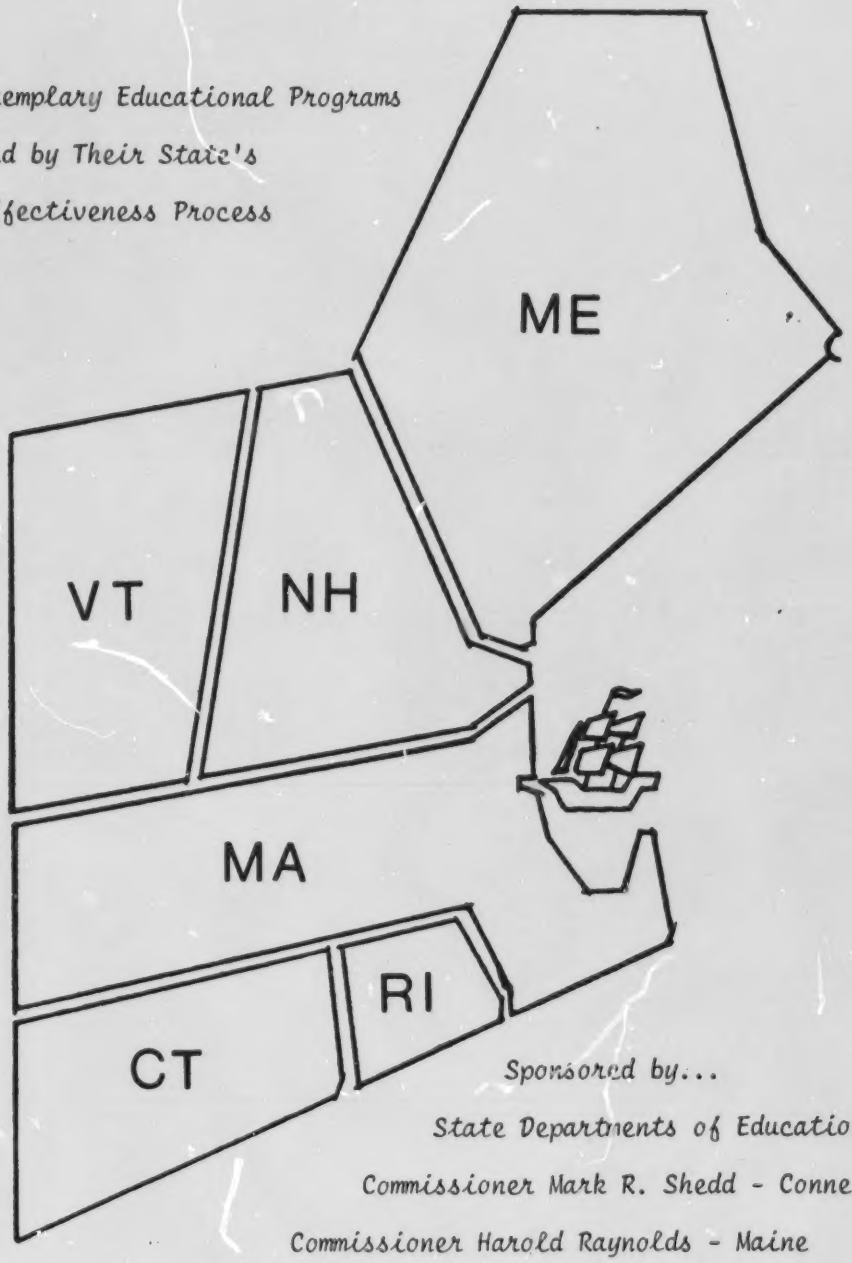
New England Dissemination Network of State Validated Practices



SPRING 1980

IR008890

A Resource of Exemplary Educational Programs
Validated by Their State's
Program Effectiveness Process



Sponsored by...

State Departments of Education

Commissioner Mark R. Shedd - Connecticut

Commissioner Harold Raynolds - Maine

Commissioner Gregory R. Anrig - Massachusetts

Commissioner Robert L. Brunelle - New Hampshire

Commissioner Thomas C. Schmidt - Rhode Island

Commissioner Robert A. Withey - Vermont

AUG 2 5 1980

Information about the programs described was primarily provided by the project staffs, without whose cooperation the catalog could not have been produced. However, some errors may exist, and the reader is cautioned to check with the project contact for the most accurate and current information.

Except in a few instances, the descriptors assigned to the programs are those from the Thesaurus of ERIC Descriptors, Seventh Edition.

The format of this catalog is modelled on that of the National Diffusion Network's Educational Programs That Work. The "demonstration" work of the Far West Laboratory for Educational Research and Development, producer of EPTW, is gratefully acknowledged in this replication.

Copies of this catalog are available in limited quantities free of charge from the ESEA Title IVc Coordinator of each New England state (see page vii).

This public domain product may be reproduced without permission.

CONTENTS

Introduction..... v

State Education Agency Sponsors..... vii

Validated Programs and Practices

Section 1: Adult Education..... 1-1

Section 2: Alternative Schools/Programs..... 2-1

Section 3: Bilingual/Migrant Education..... 3-1

Section 4: Career/Vocational Education..... 4-1

Section 5: Early Childhood/Parent Readiness/Parent Involvement..... 5-1

Section 6: Environmental Education/Science/Social Science..... 6-1

Section 7: Organizational Arrangements/Administration..... 7-1

Section 8: Preservice/Inservice Training..... 8-1

Section 9: Reading/Language Arts/Mathematics..... 9-1

Section 10: Special Education/Learning Disabilities..... 10-1

Section 11: Special Interests: Arts/Communication/Technology..... 11-1

Section 12: Special Interests: Gifted and Talented/Health/Human Behavior/Physical Education..... 12-1

Index..... 13-1

Exemplary Projects, by State..... 13-3

Exemplary Projects, Alphabetical..... 13-5

INTRODUCTION

The New England state departments of education are pleased to present this catalog of state-validated exemplary educational practices. All of the programs described here were developed originally and continue to be operated by local school personnel. Each program has been reviewed by its state's department of education and been judged effective in its impact on participants. The term "validated" is conferred by the state on local programs which successfully complete this quality control review.

Validation of program effectiveness provides a mechanism by which the educational value and success of programs, practices and products can be confirmed. The validation process fosters the development of a pool of "proven" educational practices addressing a wide variety of learning and teaching needs, and encourages the cost-effective replication in other schools of "programs that work."

Two quality control processes for program effectiveness and dissemination are presently being used throughout the nation. At the national level, the Joint Dissemination Review Panel (JDRP) is comprised of U.S. Department of Education (formerly U.S. Office of Education and National Institute of Education) staff members. The Identification, Validation and Dissemination (IVD) process, developed collaboratively by state education agencies and USOE, is employed by many states. Other states have incorporated features of both models to develop a validation process uniquely suited to their own needs and resources.

For further information about the validation criteria and procedures in use in each state, contact the Title IVc Coordinator listed on page vii.

The staff of the state departments of education are committed to helping local school districts and intermediate service agencies in their continuing efforts to improve educational opportunities and achievement for all. Informing educators of successful programs and practices by means of this catalog is one approach to that end. It is hoped that other states and local school districts will use this resource to seek materials, training and other assistance they need to incorporate these improved practices into their own programs. In several states, ESEA Title IVc funds are offered for dissemination and adoption of successful practices. Contact the Title IVc Coordinator in your state for further information.

The catalog is structured so that programs are grouped by major categories and accessed by the RECON Catalog Number at the bottom of the page. In addition, indexes permit identification of the programs described by the state in which they are located, and alphabetically by project name.

A major purpose of this catalog is to stimulate communication among the state, intermediate, local and federal agencies that share responsibility for improvement of education through wide dissemination. Itself a product of that interagency communication in New England, the catalog represents a unique undertaking in regional cooperation. Each state has indicated a commitment to the adoption of these programs across the New England states, thereby broadening the array of resources available to each state in meeting its needs.

This commitment has emerged through the efforts of the New England Regional Communication Outreach Network (RECON), comprised of the state ESEA Title IVc Coordinators and Dissemination Capacity-Building Project Directors, and the State Facilitators of the National Diffusion Network (NDN). The major goal of this group is the strengthening of dissemination capabilities in the region to better serve the school improvement needs of each state.

Spring 1980

STATE EDUCATION AGENCY SPONSORS

New England States

STATE	CHIEF STATE SCHOOL OFFICER	COORDINATOR, ESEA TITLE IV-C
CONNECTICUT	Dr. Mark R. Shedd Commissioner of Education State Department of Education Hartford, CT 06115 203-566-5061	Dr. Richard Lappert Coordinator, Title IV-C State Department of Education Box 2219 Hartford, CT 06115 203-566-2169
MAINE	Dr. Harold R. Raynolds Commissioner of Education Department of Educational and Cultural Services Augusta, ME 04333 207-289-2321	Ms. Lois Jones Coordinator, Title IV-C Office of Planning Evaluation and Research State Department of Educational and Cultural Services Augusta, ME 04333 207-289-2476
MASSACHUSETTS	Dr. Gregory R. Anrig Commissioner of Education State Department of Education 31 St. James Avenue Boston, MA 02116 617-727-5700	Dr. John E. Reynolds Coordinator, Title IV-C Springfield Regional Center 155 Maple Street Springfield, MA 01105 617-727-7166
NEW HAMPSHIRE	Mr. Robert L. Brunelle Commissioner of Education State Department of Education Concord, NH 03301 603-371-3144	Mr. John Nay Coordinator, Title IV-C 64 North Main Street State Department of Education Concord, NH 03301 603-271-3481
RHODE ISLAND	Dr. Thomas C. Schmidt Commissioner of Education Board of Regents for Education 199 Promenade Street Providence, RI 02908 401-277-2031	Mr. Richard S. Harrington Coordinator, Title IV-C State Department of Education 235 Promenade Street Providence, RI 02908 401-277-2617
VERMONT	Mr. Robert A. Withey Commissioner of Education State Department of Education Montpelier, VT 05602 802-828-3135	Ms. Mary Ann Luciano Assistant Director Division of Federal Assistance State Department of Education Montpelier, VT 05602 802-828-3124

VALIDATED PROGRAMS AND PRACTICES

SECTION 1

ADULT EDUCATION

TEACHER-COMMUNITY SEED CENTER--Massachusetts..... 8-10

SECTION 2

ALTERNATIVE SCHOOLS/PROGRAMS

ALTERNATIVE PROGRAM FOR LEARNING AND BEHAVIORAL PROBLEMS--Maine..... 2-3

ENTERPRISE CO-OP--Massachusetts..... 2-4

HIGH SCHOOL WITHOUT WALLS--Massachusetts..... 4-4

project OPEN--Massachusetts..... 2-5

ROCHESTER ALTERNATIVE SCHOOL--New Hampshire..... 2-6

SCHOOLS WITHIN A SCHOOL--New Hampshire..... 2-7

the TEC SCHOOL--Massachusetts..... 2-8

PROJECT ALTERNATIVE PROGRAM FOR LEARNING AND BEHAVIORAL PROBLEMS

adoption site of

descriptors Educational Alternatives; Behavior Problems; Learning Difficulties; Parent Education; Inservice Teacher Education

target audience Children with learning and behavior problems, classroom teachers and parents

description An alternative instructional program for students in grades 4-8

The focus of this program is threefold: (1) to provide an alternative instructional program, both academic and social, for children who exhibit behavior and learning problems in their classrooms, (2) to assist regular classroom teachers in learning how to deal with acting out behavior, and (3) to assist parents in developing a better knowledge of child rearing skills, and the ability to cope with their children. The activities of the program are concerned with identifying students meeting certain criteria, providing an alternative instructional program, providing inservice education for teachers, and offering a family training program to the parents of participating students.

It is a function of the program to help students successfully re-enter the regular school program. Successful accomplishment of this objective is evidenced by increased attendance of students, a decrease in number of suspensions, and improved academic performance as measured by pre- and post-referrals. Improvement in the social skills area is measured by improved behavior and related attitudes toward school in general, family, peers, and themselves.

Teachers participate in an inservice program, during the school year to help to develop specific behavioral objectives for students, design and utilize materials, break tasks into reasonable time sequences, sequence objectives, use positive reinforcement, and use effective discipline techniques.

A year-long family training program is provided parents of students in the program.

evidence of effectiveness 10X Self-Appraisal inventory data were analyzed on the Wilcoxon Matched Pairs Test and were found to be significant at the p .05 level. During Year II eight of eleven students made gains in a positive direction on the Piers-Harris Children's Self-Concept Scale. Stanford Achievement Test data was found to be significant at the p .05 level utilizing a t-test for related measures. Students with attendance problems had an average attendance gain of 10.7%. Suspensions and discipline referrals have decreased.

implementation requirements Thorough planning, prior to initial implementation, is a prerequisite. A staff member would be needed for approximately every 10 students. No specific materials need to be purchased.

financial requirements Start up costs related to adding another classroom. No special funds need to be allocated beyond regular budgeting for schools. The cost of adoption or adaption would vary with the degree of outside consultant resources needed for inservice, program development and program evaluation.

services available A funded demonstration project under ESEA Title IV-C. Awareness materials are available, presently at no charge. Visitors welcome by appointment. Awareness sessions are available, on a limited basis, on or off site.

contact

Dr. Joseph Capelluti
Director of Curriculum
Sanford Public Schools
265 Main Street
Sanford, Maine 04073 207-324-7940

Developmental Funding:

RECON CATALOG NO. 2-3 Approved:

PROJECT ENTERPRISE CO-OP

adoption site of

descriptors Educational Alternatives; Dropout Prevention; Work Experience; Secondary Education

target audience Dropouts or potential dropouts in grades 9-12

description Alternative high school program for drop-out prevention. Students who are alienated from the conventional high school setting are offered a "real world" alternative that simulates the business experience. Actual businesses, including a pizza shop, furniture factory, and catering enterprise are operated entirely by the students under professional supervision. Each student is employed in one of the enterprises where he/she receives a share in the profits. Each student also participates in individual and group learning experiences built around the areas of math, language arts, and social studies. The content of the academic curriculum relates directly to the problems and decisions that arise from the students' experiences in the businesses.

evidence of effectiveness Validated by the Massachusetts Department of Education

implementation requirements Recommended for units of between 8 and 40 students with a pupil-teacher ratio of no more than 8.1

financial requirements Expenses variable as enterprises will be established according to the interests of staff, market possibilities, and availability of equipment and facilities; curriculum materials developed by Enterprise Co-op are available free of charge.

services available Response to telephone and written inquiries; visitors welcome during the school day by appointment; consulting services by Enterprise Co-op staff and project developers for training of adopters; curriculum materials may be duplicated.

contact

Ms. Kathleen Carey
Enterprise Co-op
Cambridge School Department
454 Broadway
Cambridge, MA 02138
617-498-9278

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 2-4

Approved: July 1979

PROJECT OPEN: OPPORTUNITIES FOR PERSONALIZING EDUCATIONAL NEEDS

adoption site of

descriptors Educational Alternatives; Individualized Instruction; Underachievers; Dropout Prevention; Basic Skills; Career Awareness

target audience Underachieving high school students; potential or actual dropouts

description A personalized alternative program for underachievers. Project OPEN provides personalized alternatives to the small traditional high school program and to the awarding of high school credit. Uses group process techniques, career and consumer-oriented activities and a creative approach to basic skill development. In a nontraditional environment, students are guided toward goal-centered decision-making appropriate to their individual needs and geared to raising their future career aspirations. OPEN also provides a forum for creative curriculum development and opportunities for staff to develop and test courses and activities that appear to meet the less motivated students' needs.

evidence of effectiveness Beginning and end-of-year testing in reading, math and affective areas, parent questionnaires, personal interviews with students. Validated by Massachusetts Department of Education.

implementation requirements A staff with training and experience in dealing with the unmotivated student--strong administration and teacher support (both philosophical and real) and "ownership" of the program. Strong parental acceptance and involvement. A facility which is separate, yet accessible to regular high school facilities. A firm financial and philosophical commitment to the program for at least three years.

financial requirements

Materials: Primarily commercial materials available in most classrooms, which have been modified and individualized: approximately $5,000

Equipment: Standard classroom & A/V items: $3,000.
Small engine repair equipment: $2,000.

Staff: Three full-time, including director: two academic teachers, one part-time small engine instructor, one 3/4 time secretary; volunteers as appropriate for supplementary activities (e.g. art, cooking).

services available Response to telephone and written inquiries; visitors welcome by appointment. Consultation with adopters for implementing the program.

contact

Mr. Robert A. Pedersen, Director
15 Green Street
Ipswich, MA 01938

Developmental Funding: ESEA Title IVc

Approved: June 1979

PROJECT ROCHESTER ALTERNATIVE SCHOOL

adoption site of

descriptors Educational Alternatives; Dropout Prevention; Community Service Programs; Self Actualization

target audience Students in grades 7 and 11 who are disaffected with the regular school program; potential dropouts

description The Rochester Alternative School is recognized by the SEA as a model program demonstrating alternative interpersonal approaches and unique programs for working with disaffected youth. An in-school activity-based curriculum in math, English, and social studies is combined with an effective experimental program and a strong community service component. Many learning experiences are modelled on the Outward Bound Program.

In an effort to communicate this multi-faceted program, two separate slide-tape shows and a 45-minute student-produced documentary film have been developed by the R.A.S. and are available for presentations and awareness sessions.

evidence of effectiveness Peabody Individual Achievement Test (PIAT): project students have demonstrated average gains in a pre-post test of more than one grade level for each year of participation.

Tennessee Self Concept Scale: project students have shown an average of more than 4 T-score points increase in self concept from October to June. The project's philosophy is that subjective evaluation is at least, if not more, effective than objective evaluation.

implementation requirements The program can be implemented by a single teacher or entire school. The project's philosophy is that effective education is more an attitude than a particular structure or approach. There should be a minimum of two teachers to implement our entire program. There also needs to be support from the superintendent and school board. May be implemented in one room, or one building, within the school or in other settings.

financial requirements Salaries for two people, facility and utilities if out of public school. Equipment costs: outdoor equipment such as backpacks, sleeping bags, tents, rock-climbing gear, etc.; photography equipment; learning kits. Rochester Alternative School published a booklet entitled "Alternative Education Model: A Guide to Implementation" through the New Hampshire Facilitator Center, which is available through the Center at 80 South Main Street, Concord 03301.

services available Slide-tape shows and a documentary film are available for awareness sessions. Consulting service cost is based on the rate of $50.00 per day per instructor plus expenses. Two staff members are recommended; for outdoor training it is a requirement.

Awareness Sessions - General sessions, Experiential Education
Training Programs - Administration, curriculum, public relations, and wilderness program
Workshops - Counseling in alternative settings, Motivation, Drop-out Prevention, Violence

contact Mr. Tim Churchard
Rochester Public Schools 603-332-2004
Rochester, New Hampshire 03867

Developmental Funding: ESEA IVc RECON CATALOG NO. 2-6 Approved:

PROJECT

SCHOOLS WITHIN A SCHOOL

adoption site of

descriptors

Educational Alternatives, Individualized Instruction, Elementary Grades, Parent Participation, Team Teaching

target audience

Grades 1 - 6

description

Based on a concern for the student as an individual and the need to provide for individual differences in the pace of learning, learning styles, and personal interests and needs, the "Schools Within A School" Project accommodates not only the learning styles of the students, but the instructional style of teachers as well. This project fosters the development of schools and/or teams with common philosophies across grade lines and a three - four year program of consistent expectation for teaching and learning. The Project provides: a more personalized approach to the education of students as individuals; a teaming approach to staff organization which involves a high level of professional growth; and a high level of parental involvement establishing better communications between parents and teachers in the best interest of the individual student. These are accomplished through three alternative schools within a school--a Conventional School, Continuous Progress School, and an Activity-Centered School. Parents with consultant help from teaching teams are able to choose the philosophy and programs best suited for their child. Youngsters have the opportunity to try alternatives to match their learning style. Teachers have the opportunity to choose the program that best suits their philosophy and style of teaching. The project is administered by the school principal and the three team leaders, aided by three parents assigned to the alternative schools. Each school (team) functions with a team leader and three to six classroom teachers, with shared support of teachers of art, music and physical education, as well as specialists in reading, learning abilities, guidance and media/research.

evidence of effectiveness

The major goal of the project was to develop three alternative schools within one school. The evidence to support achievement of this objective is: all families are making choices among the three schools. From the data collected between 1974-1977, there is sufficient documentation that student achievement in the SWAS program is comparable to similar schools in the local school district. The results of our parent and student surveys indicate very positive attitudes toward the alternative school program and our total school.

implementation requirements

Involving parents in selecting a school to best fit their child's needs.

Establishing teams of teachers with similar methods of instruction and philosophies.

Planning time for teams of teachers to develop and maintain their individual schools.

financial requirements

salaries for team leaders

salaries for aides

a variety of curriculum materials

inservice training

services available

Inservice Training

Brochures

Information Packets

Response to telephone and written requests for information; visitors welcome by appointment

contact

Mr. F. Houston Davis
Principal
Broken Ground School
Concord, N.H. 03301 603-224-4010

Developmental Funding: ESEA Title IVc
Local

RECON CATALOG NO. 2-7

Approved: 1978

PROJECT THE TEC SCHOOL

adoption site of

descriptors: Educational Alternatives; Experiential Learning; Individualized Instruction; Secondary Education; Underachievers; Contract Learning

target audience : Students, primarily in grades 10-12, who are underachievers.

description: A school for capable but low-motivated high school students. TEC offers students a short-term alternative setting, and successful reentry into their home school and community, with improved ability to cope effectively with school subjects as well as social and personal problems. The TEC Alternative School combines small classes in English, social studies, math, science, and sociology with an outside activity, possibly an all-school meeting or independent study projects. School trips to Boston and other cultural centers are undertaken frequently. Classes are small and most courses use individualized contract systems to set work schedules and grading standards. In addition to the basic courses, students are offered independent study options which may satisfy course requirements or supplement work done in the regular classrooms. The school also undertakes two outdoor education trips per year to New Hampshire or Maine. These three-to four-day programs reinforce our on-campus exercises involving extensive environmental exploration and learning and encouraging students to test their capabilities. Program components are designed to give students the opportunity to grow in a supportive but challenging environment.

evidence of effectiveness: Validated by the Massachusetts Department of Education. The TEC School program has markedly improved school attendance and participation and broken patterns of low achievement and discouragement which characterized students' former experiences.

implementation requirements: Professional staff/student ratio of 1 to 8-12; Secretarial assistance. TEC program consultants, as well as one external evaluator, to assist in implementation. Staff male-female ratio should reflect student population in order to provide role models. A commitment on the part of administrators to support the program both educationally and fiscally. The program must emphasize a process orientation.

financial requirements: A program can be developed at an additional per pupil cost of 10-25 per cent beyond the existing per pupil cost at most high schools. In some cases, no additional costs may be involved. A wide variety of curriculum materials have been developed by the staff.

services available: Response to telephone and written inquiries. Visitors welcome by appointment.

contact: Mr. David Svendsen
Director
T.E.C. School
1176 Greendale Avenue 617-444-6155
Needham, MA 02192

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 2-8 Approved: August 1979

SECTION 3

BILINGUAL/MIGRANT EDUCATION

There are no state-validated bilingual/migrant education programs for inclusion in the catalog at this time.

SECTION 4

CAREER/VOCATIONAL EDUCATION

project BICEP: Barnstable Instructional Career Education Program--Massachusetts..... 4-3

ENTERPRISE CO-OP--Massachusetts..... 2-4

project GREENTHUMB--Massachusetts..... 6-6

HIGH SCHOOL WITHOUT WALLS--Massachusetts..... 4-4

project MORE: More Orientation Regarding Employment--Massachusetts..... 4-5

OCCUPATIONAL DEVELOPMENT CENTER--Massachusetts..... 10-4

project OPEN--Massachusetts..... 2-5

SELF CONCEPT THROUGH CAREER EXPLORATION--New Hampshire..... 4-6

TRAILS: Teaching Retarded Adolescents Independent Living Skills--New Hampshire..... 10-7

WESTPORT SPECIAL EDUCATION CAREER/VOCATIONAL PROGRAM--Connecticut..... 10-8

PROJECT BICEP: Barnstable Instructional Career Education Program

adoption site of

descriptors Career Awareness; Curriculum Development; In-service Teacher Education; Community Involvement; Elementary Education.

target audience Students in Grades K-6. The in-service training program may be used with elementary and middle school teachers of all subject areas.

description K-6 career awareness program providing curriculum for student use and in-service training for teachers.

Project BICEP is designed to develop a career awareness curriculum model that can be used in the regular classroom. Currently, BICEP has three validated curriculum guidebooks available for classroom use. Each guidebook addresses a separate academic area-mathematics, social studies, reading/language arts--and includes a variety of instructional activities that teachers can use to infuse career education into their existing elementary curriculum.

In addition to its curriculum development activities, BICEP also provides in-service training for elementary teachers and administrators and also maintains an extensive career education Resource Center. BICEP has an evaluation design and instruments to assess the impact of this exemplary validated career education model.

The BICEP curriculum was field tested by forty teachers in four school districts over a one-year period and revised based on the field test data.

evidence of effectiveness Project BICEP has received Massachusetts State Validation for Diffusion.

Results of a comprehensive three-year evaluation plan indicate that both students and teachers have shown significant increases in their knowledge of and attitudes toward career awareness.

implementation requirements Training Needed: In-service training from a 4-hour model to a 4-hour model depending upon components desired by adopters.

Facilities: No special facilities are needed. However, three of the BICEP adoption models require space for a Career Education Resource Center.

Equipment: Office equipment and telephone if Career Education Resource Center is adopted. Otherwise, no special equipment is necessary.

Materials: BICEP Curriculum, Management and Resource materials. A district can adopt any of the four BICEP models: Model A: Full BICEP Adoption; Model B: Modified BICEP Adoption; Model C: Curriculum Model/In-Service; and Model D: Career Education Resource Center.

financial requirements Approximate per pupil costs for the four BICEP Adoption Models based upon a K-6 student population of 2500 are:

	Model A	Model B	Model C	Model D
Start-up:	$17.60	$11.30	$ 2.50	$ 7.60
Continuation:	14.40	8.38	0	5.65

Curriculum Guidebooks			
Mathematics	$12	Science	$12
Social Studies	15	Health/Phys. Ed.	15
Read/Lang. Arts	15	Fine Arts	12

services available In addition to its services to the Barnstable Public Schools, Project BICEP offers the following services to districts interested in adopting and implementing career education:

assistance in the organization and implementation of a Career Education Resource Center,
in-service training in the infusion of career education at elementary level for teachers and administrators,
curriculum materials appropriate for use at K-6 level in all elementary school subject areas,
assistance in organization, management and evaluation of a comprehensive career education program,
training in the development of a Community Resource Service, and
assistance in the development of a Community Advisory Council.

contact Ms. Patricia L. Duffy, Director
Project BICEP
744 West Main Street
Hyannis, MA 02601 617-771-1721

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 4-3 Approved: July 1979

PROJECT HIGH SCHOOL WITHOUT WALLS
INTERNSHIP PROGRAM

adoption site of

descriptors Experiential Learning; Student Internship; Secondary Education; Occupational Education; Career Education; Work Experience; Community Involvement

target audience Students in grades 9-12, including gifted and special needs

description A Community Based Educational Program with Controlled Learning Objectives

The internship is a community-based occupational, vocational, and career education training program. The training is accomplished by linking an interested student to a professional tradesperson in the community that is working in this student's field of interest. A curriculum is jointly developed between the student, tradesperson, and a staff member. This educational process is closely monitored by the project staff. The students do not get paid for this training but get full high school credit as they would for a course offered in the school. Usually students involved in the program take their academic courses at their school in the morning and spend around 2½ hours each afternoon training with the appropriate community professional. The career choices available are limited only by the availability of community resources. At the demonstration site, eighty students are presently training in fifty different areas of interest. This program complements existing in-school programs and can be adapted to an urban or rural setting.

evidence of effectiveness Both formative and summative evaluations conducted over a 3-year period indicate a high degree of effectiveness with respect to learning and post course outcomes. Validated by the Massachusetts Department of Education.

implementation requirements Requires careful initial planning and strong commitment to this mode of learning. Requires a coordinator to establish the program and ongoing monitoring staff (approximately 35-1 ratio). Transportation to and from learning sites must be provided unless other transportation is possible.

financial requirements Major costs are for staff and transportation; material costs are incidental.

services available Response to telephone and written inquiries. Planning resources are available on a consulting contractual basis. All materials will be shared.

contact
Dr. Ed Maurer
South Berkshire Educational Collaborative
RFD 2, Box 101 F
Great Barrington, MA 01230 413-528-2410

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 4-4 Approved:

PROJECT MORE: More Orientation Regarding Employment

adoption site of

descriptors Career Exploration; Career Education; Work Study Program; Elementary Education; Secondary Education

target audience Students and staff grades 4-12.

description A Career Information and Guidance Center located at the high school provides materials, resources, and some instruction through the Center counselor, and helps teachers in elementary grades who are providing career awareness activities. Resource speakers from the world of work are used. Some career exploration occurs at the eighth grade level while more intensive career awareness and exploration activities in grades 9-12 are supported by Career Information and Guidance Center resources. These activities not only orient the students to the Center and provide for independent study materials, both print and nonprint, but also provide for classes in the Center itself. As the Center has expanded its operations, infusion of career materials and processes have taken place in a number of high school department courses.

The Work/Study Program offers up to half of the participants who are potential school leavers and/or special needs students entry level or other work experiences.

evidence of effectiveness Validated by the Massachusetts Department of Education

implementation requirements Project can be adopted in its entirety or individual components may be selected. Implementation requirements and costs vary according to level of program chosen.

financial requirements Staffing, materials, equipment, facilities will vary with the level of implementation; career awareness and exploration programs can operate with existing staff resources if appropriate materials are available.

services available MORE staff are currently providing implementation services to three adopting systems in Massachusetts. MORE will respond to telephone and written inquiries, and welcomes visitors by appointment, but is not prepared to provide services to other systems.

contact Dr. William J. Nelligan
Superintendent of Schools (Project Director)
24 Converse Street
Palmer, MA 01069 413-283-9813

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 4-5 Approved: June 1979

PROJECT SELF CONCEPT THROUGH CAREER EXPLORATION

adoption site of

descriptors Career Awareness; Leadership Development; Communication Skills; Community Involvement; Junior High; Tutoring

target audience All students in grades 6, 7 and 8

description The SELF CONCEPT THROUGH CAREER EXPLORATION Program includes a summer as well as a school year component.

During the summer, each student spends one week exploring a career cluster they're interested in by shadowing a worker for five days. All students then reconvene in the afternoon for discussions and participation in recreational activities that focus on value clarification, decision-making and self awareness activities. Also included in the afternoon sessions is a leadership program in which students organize, plan and implement the majority of the activities.

Students must attain a minimum of one hundred career logs (personal interviews) during the six week program. During the school year component the twenty summer students work on a tutorial basis with teachers and students in grades 1-8, where they help teachers integrate into their classes the career education units they wrote during the summer and organize small groups of elementary students to teach career awareness. The students rely on the career knowledge they developed during the summer in teaching the other children. There are also in-service activities throughout the year related to career education.

evidence of effectiveness Validated at Level I by the N. H. Council of Better Schools with a 2nd place award in 1976. Also validated at Level II by State Department of Education. On the Piers-Harris Self Concept Scale, program students increased their percentage nec score on an average of 13% from pre-test to post-test while the control group increased their percentage by less than 2%. On the Stanford Achievement Test the average C.E. student increase was 1.8 years over a one-year period. Also there was an average student increase of 15% on a program-developed scale measuring leadership and responsibility.

implementation requirements The program can be adopted in its entirety or adapted to the needs of the individual school. Necessary requirements include: a 1-2 day training workshop on the adopter's site; a program director, a leadership director and drivers. Materials necessary for adoption are available from developer. A single teacher, groups of teachers or an entire school can adopt this program.

financial requirements The approximate per pupil cost for target group students, including the summer program and the follow-up phase is $250.00. All necessary materials can be purchased for $100.00. All other equipment is generally available in every school.

services available A slide tape overview of the program is available at no cost. Also a brochure and information booklet will be sent to potential adopters upon request. Training workshops can be held on adopter's site. Visitors are welcome to speak with student participants.

contact

Mr. Robert J. Tarantino
Edward Fenn School 603-466-3334
Gorham, N.H. 03581 3335

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 4-6 Approved: May 1979

SECTION 5

EARLY CHILDHOOD/PARENT READINESS/PARENT INVOLVEMENT

EARLY INTERVENTION PROGRAM--Connecticut..... 10-3

EXCEPTIONALLY READY--Rhode Island..... 12-3

EXPLORING CHILDHOOD/S.A.D. #35 PRESCHOOL PROGRAM--Maine..... 5-3

IMPACT PARENT PROGRAM--Massachusetts..... 5-4

the PROVIDENCE PLAN FOR IMPROVED HEALTH AND NUTRITION--Rhode Island..... 12-8

SCHOOLS WITHIN A SCHOOL--New Hampshire..... 2-7

PROJECT EXPLORING CHILDHOOD/S.A.D. #35 PRESCHOOL PROGRAM

adoption site of

descriptors Preschool Education; Early Identification; Intervention; Parent Participation; Parenthood Education; Early Childhood Education

target audience Children the year before they are eligible for kindergarten; parents of children enrolled in the preschool program; and high school students enrolled in the Exploring Childhood Course

description A three phase effort that involves the child, the parent, and the high school student (future parent) working together towards a better understanding of the variety of skills necessary for the total development of the young child

The goal for the child is to provide a program designed to meet the varied needs of individual children. The following activities are available for the child: (1) participation in a two-day per week activity program designed to meet the individual needs of children in their development of skills in the areas of speech and language, fine motor coordination, large motor coordination, perception, cognition, and social-affective relationships, (2) screening activities designed for early identification and intervention, (3) specifically designed activities aimed at overcoming problem areas as identified, and (4) coordinated school-home program through use of preschool library.

The goal for the parent is to provide activities and opportunities for involvement according to the needs and interests of the parents. The following activities are available for the parent: (1) attendance and/or participation at the preschool site, (2) a preschool library that contains a variety of materials and books for parents and children to share together at home, (3) opportunities to participate in small group discussions of various topics according to the needs and interests of those involved, and (4) four large group meetings to aid in the development of parental awareness.

The goal for the high school student is to provide an opportunity for young people to gain an understanding of child development through course work and actual fieldsite experiences. The following activities are available for the high school student: (1) Exploring Childhood Curriculum is used in the classroom, (2) additional knowledge of specific aspects of child development is provided through speakers and fieldtrips, (3) actual experiences working with young children are arranged in various classrooms, and (4) exposure to a variety of educational materials through use of the preschool library.

evidence of effectiveness Effective methods of screening children before they enter kindergarten through early identification and intervention, of easing the transition from home to school, of acquainting parents with the school system, and of providing the high school student (future parent) with an understanding of child development.

implementation requirements Place to conduct the preschool; preferably not in school building. One teacher and one aide would be necessary for approx. 100 students. This would allow for four sessions at two days per week each session and one day per week for planning and individual work. Materials necessary to furnish a preschool room.

financial requirements The operational cost of this program was approx. $210 per student based on 100 preschoolers. Cost would vary according to place, size, and extent of the program. Material costs vary depending on their acquisition through purchase or donations. Also, volunteers make materials.

services available The disseminating activities for this project are funded through the State Department of Education, Augusta, Maine; under a Title IV Grant for innovative educational programs.

Visitors are welcome by appointment. Awareness and training sessions are available on-or-off-site by arrangement. Descriptive manual available for purchase through the project.

contact

Ms. Janice Cerabona
Director
Office of the Superintendent
P.O. Box 126
South Berwick, Maine 03908
207-384-2210

Developmental Funding:

Approved:

PROJECT IMPACT PARENT PROGRAM

adoption site of

descriptors Parent Education; Early Childhood Education; Parent Influence; Family-School Relationship; Parent Involvement; Curriculum Materials

target audience Parents of kindergarten-aged children

description An eight-session workshop series designed specifically for parents of young children focusing on the parent as a teacher and as a communicator/disciplinarian. The IMPACT Parent Program is an exemplary early childhood/parent education program designed for parents of kindergarten children. In August 1978, this program gained statewide recognition as the first project of its kind to receive validation from the Massachusetts Department of Education. IMPACT's goal is to maximize each child's educational potential by assisting parents to realize their potential as parent-teachers and encouraging them to take an active role in their child's education and encouraging and assisting both parents and teachers to develop more effective communication between the home and school. These goals are addressed primarily through a workshop program that consists of eight sessions, combining lecture and discussion with "hands-on" learning experiences. Parents are expected to actively participate in the home activities suggested by the workshop leader. The IMPACT Parent Program includes:

- A workshop program (eight two-hour sessions) focusing on the parent as a teacher and the parent as a communicator/disciplinarian
- A Workshop Leader's Manual and Workshop Leader's Parent Notebook that includes handouts and other workshop-related materials
- Consulting and monitoring services to the Workshop Leader(s)

evidence of effectiveness A State Validation Team found Project IMPACT to be effective, cost-efficient and exportable.

implementation requirements Staffing: A Workshop Leader with knowledge of early childhood development (at least 2 years of classroom teaching experience), discipline and communication techniques and group process skills. The program has been found to be most successful when led by co-leaders who have had kindergarten or nursery school teaching experience.
Facilities: A meeting room for workshops.
Equipment: Carousel projector, 16mm projector, overhead projector, screen.
Materials: IPP Workshop Leader's Manual: a Management Guide to conduct the IPP; a set of IPP overhead transparencies; the IPP Workshop Leader's Parent Notebook; "A Day in Kindergarten" slide presentation; "Everybody Rides the Carousel" (a 24-minute, 16mm film).

financial requirements Initial start-up costs between $300 and $500, not including consulting services. The IPP package, including the Workshop Leader's Manual, Parent Notebook and Management Guide currently sells for $75.

services available The IMPACT staff is available to conduct in-service training or to provide consultation services. Fees are negotiable.

contact
Mr. John D. Marvelle, Director
Project IMPACT
37 West Main Street
Norton, MA 02766
617-285-7766

Developmental Funding: ESEA Title IVc
RECON CATALOG NO. 5-4
Approved: August 1978

SECTION 6

ENVIRONMENTAL EDUCATION/SCIENCE/SOCIAL SCIENCE

BEEP: Bedford Environmental Education Program--Massachusetts..... 6-3

BREWSTER WINNIPESAUKEE PROJECT--New Hampshire..... 6-4

project EXPLORATION--Massachusetts..... 6-5

FACING HISTORY AND OURSELVES--Massachusetts..... 8-5

project GREENTHUMB--Massachusetts..... 6-6

HUMANIZING BACK TO BASICS IN SOCIAL STUDIES--New Hampshire..... 9-5

LEARNING THROUGH ART--Massachusetts..... 11-6

LITTLE TIME MACHINE--Maine..... 6-7

MAINE STUDIES CURRICULUM--Maine..... 6-8

project OPUS: Occupational Program in a Universal Setting--Massachusetts.... 6-9

project OUTSIDE/INSIDE--Massachusetts..... 12-7

WALSE: Water, Air, Land, Solar Energy--Massachusetts..... 6-10

YOUTH AND THE LAW--Rhode Island..... 6-11

PROJECT BEEP: Bedford Environmental Education Program

adoption site of

descriptors Environmental Education; Elementary Education; Special Education; Volunteers; Community Involvement

target audience Students in grades K-6 and special needs students

description A program integrating environmental principles and study into the regular curriculum.

The study of the environment progresses by grade level from self to classroom, family, community, nation and globe. Students learn about the environment, ecological balance, the relationship of living and non-living organisms, basic needs and interactions, and human impact. Students are encouraged to develop awareness of self and others, responsibility, and problem-solving skills. Trained volunteers assist teachers with three seasonal field trips which provide the focus for study units at each grade level. A variety of learning styles are accommodated through a broad range of learning concepts. The project has developed guidelines for each grade level for integrating biological/physical and social/psychological study of environment into the curriculum.

evidence of effectiveness Validated by the Massachusetts Department of Education.

implementation requirements

financial requirements

services available Response to telephone and written inquiries. Assistance in developing resource centers, identifying local learning sites and curriculum adaptation. Training for teachers and community volunteers.

contact

Ms. Cricket Boyle
Director, BEEP
Davis School 617-275-6804
Bedford, MA 01730

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-3 Approved:

PROJECT

BREWSTER WINNIPESAUKEE PROJECT

adoption site of

descriptors

School Community Relationship; Ecology; Environmental Education; Social Studies; Secondary Education

target audience

Students of all abilities grades 9 - 12

description

Brewster Academy, a private high school in Wolfeboro, New Hampshire, has been developing a new approach to teaching local environmental and governmental issues. The primary emphasis in this educational approach is to have students develop and carry out data collection studies, which will benefit a community group or governmental agency. The goals are four-fold: To provide local government agencies and citizen groups with information which they would otherwise have insufficient time, funds, or manpower to collect, to teach the students how to cooperate and work within local governmental and community groups, to provide a practical application of the student's knowledge of scientific and social concepts, as well as his/her mathematical and writing skills, and to develop a better school-community relationship, by having the school provide the community with more services for its tax dollar. At Brewster this educational approach has been incorporated into the school's curriculum both as a separate course offering and as one portion of a regular course in the curriculum. In the former situation, the problem was approached from more than one perspective. For example, the social, political and economic aspects of a water quality problem was dealt with as well as the measurement of chemical parameters to detect pollution. Research into single aspects of current environmental problems was also incorporated into a regular social studies and science course. Projects that have been developed include water quality monitoring programs for local lake-front associations, fish population studies done in cooperation with the New Hampshire Fish and Game Department, and an inventory of wetlands for the Wolfeboro Conservation Commission. Several of the recipient agencies have donated time, funds, and equipment, in appreciation of the work accomplished for them.

evidence of effectiveness

During the developmental stages, the effectiveness of the program was measured with questionnaires distributed to each student involved. The students were enthusiastic about the program and felt that its approach made learning more meaningful. The cooperating agencies praised the quality of the student work and showed their appreciation in the form of donations of funds, personnel time, and equipment.

The project is validated at Level III by the Title IV Office of the New Hampshire Department of Education.

implementation requirements

The project approach can be incorporated by a single classroom teacher. The topic chosen is dependent on the teacher's background and the students' abilities. The equipment needed varies with the project chosen. Many projects can be conducted using materials normally available in the classroom. During the preliminary planning stage, the teacher must establish a working relationship with the cooperating agency to insure that the project as designed will provide information useful to the agency. Arrangements must also be made to schedule at least one long class meeting (1-2 hrs.) per week during the data collection phase of the project, especially if travel to a study site is involved.

financial requirements

Most projects can be designed so that the only equipment needed is that which is normally available in the classroom. The projects tested have required about $100-$300 in start-up costs. If specialized project-specific equipment is required, it can occasionally be obtained on loan from the cooperating agency.

services available

Curriculum Guides, developed by the project staff, are available to teachers interested in adopting the project.

contact

Mr. Kenneth D. Kimball
Director
Brewster Winnipesaukee Project
Brewster Academy
Wolfeboro, NH 03894
603-569-1600

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-4

Approved: July 1979

PROJECT PROJECT EXPLORATION

adoption site of

descriptors Experiential Learning; Curriculum Development; Inservice Teacher Education; Outdoor Education; Physical Education; Student Leadership; Urban Environment

target audience Teachers and students in public and private middle and high school programs

description

Project Exploration, based on the philosophy that the majority of present schooling is an essentially passive process, operates from a strong belief that experience is an important aspect of learning. Study, discussion and reflection are vital to the expansion of knowledge, but doing and experience are essential to understanding and individual development. Exploration seeks to incorporate strategies into the learning process which engage students in the natural world, their communities, and each other. We intend for students to test themselves and the realities that lie behind the textbooks and abstractions of the classroom.

Exploration has sought to integrate experiential learning into a public high school in a number of ways. The staff serves as a resource to teaching personnel in the development of experiential learning strategies which will enhance and compliment classroom work. These efforts have resulted in the integration of strategies such as canoeing, oral history, cultural journalism, city scavenger hunts, orienteering, outdoor cooking and rock climbing into the high school curricula. A basic and advanced Physical Education program has been developed in conjunction with the Physical Education Department. A recreation/skills program of outdoor activities such as hiking, white water canoeing, and rock climbing is conducted by the Project staff. This program incorporates overnight trips as well as after school activities.

The Project presently serves as a resource in middle school and high school programs as well as in Teacher In-Service Education and Adult Education.

evidence of effectiveness An extensive evaluation study was completed. Project received State validation. Our evaluation results demonstrate significant changes in students communication skills, application of knowledge, attitude towards learning, knowledge of self and others, ability to be an effective group member, and awareness of the world around them.

implementation requirements High commitment to student learning as well as exploring environments and processes beyond the traditional classroom setting.

financial requirements The necessary financial resources are dependent upon the nature and level of a given adaptation.

services available Further information provided via telephone or written inquiries; "Open House" days for visitors to the project site; consultation help and workshops in the design and implementation of experiential learning strategies; an overview slide tape presentation by a staff member to develop awareness.

contact

Mr. Paul McGowan, Project Exploration
North Middlesex Regional High School
Main Street
Townsend, MA 01469
617-597-8817

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-5

Approved:

PROJECT

PROJECT GREENTHUMB

adoption site of

descriptors

Educational Alternatives; Secondary Education; Environmental Education; Career Education; Dropout Prevention; Horticulture; Grounds Keepers; Team Teaching; Adult Education

target audience

Students in grades 9 - 12 needing personalized academic/skill experiences; potential dropouts; some special needs students

description

Utilizes differentiated staffing including teachers, aides and student leaders to carry out environmental work projects on school grounds and other town-owned land in a three-consecutive-periods program. Horticulture and forestry, landscaping, conservation and groundskeeping provide a focus for small group activities that experientially teach skills, concepts and positive work attitudes. Develops career/vocational interests and experiences. Community-service projects have been performed for the School Department, Park Department, Town Forest Committee and Conservation Commission. Students earn three credits for participation. The project also coordinates use of the greenhouse by other science department classes and grade levels, offers a one-period Horticulture I class, and serves as a learning site in the Evening Adult Education Program.

evidence of effectiveness

Cited by visiting team of N.E.A.S.C. "for the success (of the project) in dealing with students for whom it was designed." Data on the attainment of program objectives, gathered by a third-party consultant, overwhelmingly indicated that these objectives had been met and that the program is a model for the rest of the school. Validated by the Massachusetts Department of Education.

implementation requirements

Need greenhouse

Requires access to woods/forest area and garden site. (Greenthumb's 28 x 60' structure was assembled by students and school buildings/grounds staff from kit materials). Project's components enable adopters to select all or parts of it according to needs and resources. Most successful with teachers who enjoy group projects, differentiated staffing, team teaching, individualized instruction. School scheduling is affected to provide three consecutive periods for participation.

financial requirements

Variable with school needs and setting. Greenthumb staff will assist in school/community resources and site reviews, budgeting, and materials and equipment planning. Staffing consists of two teachers, two instructional aides, and student leaders.

services available

Visitors welcome at demonstration site by appointment; students who are potential participants encouraged to attend. Awareness and training workshops, process consultation for adopters, adopter site monitoring and assistance. A variety of materials available.

contact

Mr. Douglas S. Fleming
Director, Project Greenthumb
Lunenburg Public Schools 617-582-9941
Lunenburg, MA 01462

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-6

Approved:

PROJECT LITTLE TIME MACHINE

adoption site of

descriptors Social Studies; Cultural Context; In-Service Teacher Education; Rural Areas

target audience All age levels

description A model for teaching history through student experiences at an authentic historic site

Enables students to establish an identity with the past and develop an appreciation of the present through an experiential education model using a local historic resource, Norlands. This site consists of a mid-19th century one-room schoolhouse, a farmer's cottage and barn with surrounding farm land and woodland. The model, adaptable to any local historic site, demonstrates that overlooked or under-used historic community resources staffed mainly by well-trained volunteers, can provide valuable educational experiences for students of all ages. "Little Time Machine Journeys Into the Past" describes the four components of student experiences: Journey I, A Typical Day in School in the 1840's, has students spend from 1½ to 4 hours as scholars in the completely authentic Norlands one-room school. Journey II, Life in Rural Maine, 1840-1880, is a total participation program with students living and working in the farmer's cottage, barn, fields and woods, doing the many indoor and outside daily chores required of a farm family at that time. As part of their four-hour experience on the farm, boys work with the farm oxen and girls prepare an authentic noon meal. Journey III, "The Busy Cradle" is a participatory story of the Washburn family, one of America's great political dynasties, whose home was Norlands. Visiting students role-play the seven Washburn sons and their three sisters who visit their home. Journey IV, "A Visit to the Farm," is a shortened and simplified form of Journey II for younger children, including visiting the farm animals and the old tools and implements, comparing the old farm kitchen with their own, and baking cornbread in the wood stove. Adult Live-In Program is the teacher in-service component, an in-depth, total involvement experience in rural Maine life. Techniques of role playing, inquiry, primary research, story telling and history-based creative dramatics are learned experientially during the four-day live-in period. (3 re-certification credits are offered.)

evidence of effectiveness

T-test of significance between pre-and post-testing indicated that unusually significant learning had occurred. In addition to dramatic gains in cognitive growth, participating teachers indicated that students showed a marked increase in interest in history as a result of the project.

implementation requirements

Availability of an authentic local historic site where students can experience the past. Consultation and training at Little Time Machine for adopter director and staff, with further assistance available at the adopter's site. How-To-Do-It, a procedures manual, available at $1.50.

financial requirements

Start-up cost was $7.39 per pupil. Continuation cost dropped to $2.76 per pupil because of expansion of the site and mass use of the project (8500 students and teachers during the third year) by schools from a sixty-mile radius.

services available

(No special funding supports this project's dissemination efforts.) Awareness materials are available at no charge. Visitors are welcome by appointment. Training sessions are available on or off-site by arrangement, costs to be paid by adopter. Project staff can attend out-of-state conferences if expenses and wages are paid. Materials are for sale through project.

contact

Mrs. Alfred Q. Gammon
Norlands Living History Center
R.D. #2 207-897-2236
Livermore Falls, Maine 04254

Developmental Funding: RECON CATALOG NO. 6-7 Approved:

PROJECT MAINE STUDIES CURRICULUM

adoption site of

descriptors

Cultural Context; Citizenship Responsibility; Curriculum Planning; Social Studies; Reading Improvement; Junior High

target audience

Social studies students and teachers, preschool and grades K-12, in public and private schools (formal education programs); and young learners, from early childhood to young adults, and youth leaders in out-of-school programs (nonformal education programs)

description

A social studies citizenship education program for all students, preschool through grade twelve, on state studies, focusing on Maine, and designed to develop reading skills in the content area

A model program in state studies which provides a tested and proven process of curriculum development and a curriculum framework for the study of a state. Learning activities in this social studies program are organized around four broad, interdisciplinary themes: (1) environment/physical geography, (2) social life, (3) economy, and (4) government. The activities involve students in studying each of the four themes to help them acquire a sense of place (study of the local community, state, and relationship of the state to the nation and world) and a sense of time (study of the past, present, and future).

All activities are designed to give the teacher maximum flexibility for selection, adaptation, and sequencing to meet individual needs of the class. Suggested performance objectives, identified vocabulary words, and keyed concepts and understandings for each activity increase the educational potential for student learning.

A set of concept and skill development supplementary social studies units, including teacher's guides and student reading books for each grade level, preschool through grade six, prepares students for a full-year course of study at junior high school. The junior high school Maine social studies course is based on a teacher's guide/instructional materials book and student textbook. All student reading materials are designed to develop reading skills in the content area. A guide correlating Maine and U.S. history for secondary levels reinforces the program. A Maine studies sourcebook, grades K-12, provides a wealth of supplementary teaching ideas and resources.

evidence of effectiveness

All units, activities, and student readings were initially published as trial editions and subjected to an extensive planning, pilot-testing, review, evaluation, and revision process before being edited and published in final form. The elementary units involved K-6 teachers in two administrative school districts in the planning, testing, and evaluation of trial editions. The junior high Maine Dirigo course was planned, pilot-tested, and evaluated by teachers in over one-third of the public school systems in Maine representing all sixteen counties. Over 3,000 junior high students, in experimental and control groups, participated in the pilot-test course, completed pre-post tests and assisted in the evaluation of the trial edition of the textbook. Additionally, a number of experts reviewed all materials for accuracy, student interest, and readability.

implementation requirements

All materials are designed to be used by teachers with little or no inservice training. Purchase of a teacher's guide for each teacher and individual student reading books is recommended. A brief awareness workshop of about one hour is desirable to acquaint teachers with the philosphy, organization, and suggested teaching methods of the curriculum. A teacher education course, "Teaching Maine Studies," is currently being planned for teachers desiring more background for teaching about Maine's environment, social life, government, and economy.

financial requirements

Cost estimates will be available in the winter of 1980. Firm prices will be set in the spring of 1980. Materials will become available during spring and summer of 1980.

services available

A descriptive brochure is available at no charge. A complete complimentary set of Maine Studies materials will be made available to the Maine school systems sending an official curriculum representative to a regional demonstration workshop. Special demonstrations and visits may be arranged by appointment at the project site at Gardiner Regional Junior High School. Information on ordering of the materials will be made available by early 1980.

contact

Mr. Dean Bennett
Project Director, Maine Studies Curriculum
Gardiner Regional Junior High School
R.F.D. #5A
Gardiner, Maine 04345
207-582-1332

Developmental Funding:

RECON CATALOG NO. 6-8

Approved:

PROJECT PROJECT OPUS: Occupational Program in a Universal Setting

adoption site of

descriptors Horticulture, Secondary Education; Greenhouses; Gardening

target audience Students in grades 9-12

description A horticultural program offering practical application of classroom learning.

Students and teachers are provided with a "laboratory" to test and implement the theory taught in the classroom. The laboratory consists of a greenhouse and five-acre garden. Teachers in all disciplines within the secondary curriculum have the opportunity to use horticulture as "living" illustration of their subject matter, including English, math, history, foreign language and culture, and chemistry.

The program is also an alternative to study hall in which students can earn graduation credit.

evidence of effectiveness Validated by the Massachusetts Department of Education.

implementation requirements Access to a greenhouse and garden setting.

financial requirements Depends on resources available to the adopter.

services available Response to telephone and written inquiries. Visitors welcome by appointment.

contact

Mr. Ken Songer
Turner Falls High School
Montague, MA 01351 413-863-2553

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-9 Approved:

PROJECT WALSE: Water, Air, Land, Solar Energy

adoption site of

descriptors Environmental Education; Social Studies; Junior High Schools; Science Curriculum; Inservice Teacher Education

target audience Heterogeneous general classes in grades 7-9. Units have been successfully piloted with special needs groups.

description Multidisciplinary technology environmental studies for junior high classes. WALSE is an environmental education program that proposes to increase the environmental literacy of participating students and teachers. It provides parallel science and social studies materials to supplement course work at the junior high level. Four units have been developed: Neighborhood Lifelines, which explores systems to provide basic needs in the immediate community; Mobility Factor, which investigates the impact of transportation technology on our culture; Urban Web, which provides an environmental perspective on the growth of a city; and Good Life, which considers the role of the individual in relation to both internal and external environments. Units average about 25 class periods in science and in social studies. An inservice component provides teachers with an overview of program content and with general environmental information.

evidence of effectiveness Summative evaluation of units is based on a pre- and post-test design with pilot and control classes in several inner city, urban, and suburban school settings. All pilot classes showed significant gains in knowledge about environmental issues. Project received state validation August 1979.

implementation requirements WALSE program is implemented by classroom teachers in regular classroom setting; no additional staff needed. Orientation and program overview workshops required; general environmental basics workshop recommended. WALSE is most effective when a science and a social studies teacher pair to teach a unit to a given class of students. A single teacher can integrate the two tracks.

financial requirements Materials consist of four units, each with a science and a social studies track. Teacher binders include a guide, slides, transparencies, and supplementary material for the unit.
Costs: Teacher Sets: Neighborhood Lifelines $220, Mobility Factor $78, Urban Web $70, Good Life $150. Student workbooks: $2.00 each. Start-up costs include the teacher sets and perhaps some AV acquisitions. Continuation costs include replacing student workbooks, film rentals and science materials.

services available WALSE teacher units and student workbooks are available for purchase. Staff can respond to telephone or written inquiries and can schedule a limited number of workshop presentations for awareness. Training sessions for adopters can be scheduled in the adopting community. An environmental basics workshop can be provided at a cost of $30/teacher with a minimum of 15 participants.

contact

Ms. Maureen Oates, Project Director
EdCo WALSE
319 Arlington Street
Watertown, MA 02172
617-926-1537

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 6-10

Approved: August 1979

PROJECT YOUTH AND THE LAW: LEGALLY AN ADULT NOW

adoption site of

descriptors Basic Skills; Legal Education; Life Skills; Secondary School Students

target audience Students in grades eleven and twelve enrolled in a general course

description

Law-focused education. With the recent lowering of the age of majority to eighteen years of age, secondary students need to understand their rights and responsibilities as adults. The goal of this program is to prepare secondary school students for the adult world of legal rights and responsibilities. Understanding the principles of law that govern us is necessary if students are to recognize their unique positions as citizens in a democratic society.

The Youth And The Law project is a full year education course focused on law. Teaching methods used in this course are lectures, class discussions, class simulations, off-site visits, and on-site visits by judges, lawyers, corrections officials and prison inmates. Case studies are used to provide students an opportunity to apply their learnings to legal issues and problems.

evidence of effectiveness The Youth And The Law project used project participants and a comparison group at Cranston High School for experimental/comparison results. A pre-test, which was proven statistically reliable, and a post-test were administered to each group. In June of 1974 post-test data was collected for evaluation. The pre-test mean for both the target and comparison group were 16.6 and 16.2 indicating an almost identical start for both groups. On post-testing, however, students in the target group made a gain of 5.5 points on the average which was equal to an increase of one full standard deviation. Students in the comparison group made a gain of 2.6 points or about half the gain made by the target group and only half of a standard deviation. The project was subsequently validated.

implementation requirements Each student receives a copy of the text developed by William Piacentini and others. The course also uses supplementary audio-visual materials. Each participating teacher receives ten days of inservice workshops and a curriculum guide on law-focused education. The project can be implemented with one teacher and class. There are usually one or two teachers and fifty to one hundred students who participate in a school.

financial requirements An adaption grant provides approximately $40.00 of law-focused materials per student. The grant also provides funds for off-site travel, consultants, and audiovisual materials. Substitute teachers are available for teachers involved in the inservice training.

services available The Youth And The Law program provides inservice training and consultation which facilitate the implementation of this project.

contact

Mr. William J. Piacentini
Cranston School Department
845 Park Avenue
Cranston, Rhode Island 02910 401-785-0400 Ext. 180

Developmental Funding: ESEA Title III RECON CATALOG NO. 6-11 Approved: November 1976

SECTION 7

ORGANIZATIONAL ARRANGEMENTS/ADMINISTRATION

CRANSTON'S COMPREHENSIVE READING PROGRAM--Rhode Island..... 9-4

MAINSTREAMING THROUGH INSERVICE EDUCATION--Maine..... 8-7

SECTION 8

PRESERVICE/INSERVICE TRAINING

ALTERNATIVE PROGRAM FOR LEARNING AND BEHAVIORAL PROBLEMS--Maine..... 2-3

ART WORKS--Massachusetts..... 8-3

ARTS INFUSION PROJECT--Massachusetts..... 11-3

ARTS RESOURCE CENTER--Massachusetts..... 11-4

CIRP: Cooperative Individualized Retraining Program--Connecticut..... 8-4

FACING HISTORY AND OURSELVES--Massachusetts..... 8-5

INTERSERV--Massachusetts..... 8-6

LITTLE TIME MACHINE--Maine..... 6-7

MAINSTREAMING THROUGH INSERVICE EDUCATION--Maine..... 8-7

project SELF: Self Education Launches Forward--Connecticut..... 8-8

STILE: Student/Teacher Interactive Learning Environment--Massachusetts..... 8-9

TEACHER-COMMUNITY SEED CENTER--Massachusetts..... 8-10

WALSE: Water, Air, Land, Solar Energy--Massachusetts..... 6-10

PROJECT ART WORKS

adoption site of

descriptors Art Education; Teacher Inservice Education; Elementary Education

target audience Teachers of the elementary grades, particularly 3 and 4, and their students

description An inservice program to train teachers and aides in effective approaches to teaching art as a core subject and an interdisciplinary component.

Art Works establishes Art Resource Centers (usually a surplus classroom), staffed by an art teacher, to offer these services systemwide: art appreciation and literacy activities, as well as art-creating work periods for third and fourth grade students, parents and aides; workshops for all elementary teachers, administrators and aides in approaches to understanding and teaching art; and Learning Packets for the fourth grade containing art materials for classroom follow-up instruction.

evidence of effectiveness Validated by the Massachusetts Department of Education

implementation requirements No additional staff required; a classroom or other appropriate space to house the center, art materials and resources.

financial requirements A low per-pupil cost program

services available Response to telephone and written inquiries; visitors welcome by appointment. Consultation assistance to adopters.

contact

Mr. Donald A. Brown, Project Coordinator
Boston Public Schools
26 Court Street
Boston, MA 02108
617-726-6313

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 8-3

Approved:

PROJECT CIRP: Cooperative Individualized Retraining Program

adoption site of

descriptors Inservice Teacher Education; Reading Development; Language Development; Special Education; Elementary Education; Preschool Education

target audience For Pre-K to 8th grade teachers, paraprofessionals, specialists in reading and special education, curriculum supervisors, principals, parents. Originally validated for K-8; now serves Pre K-8.

description A highly motivating in-service staff development program designed to strengthen participants' knowledge and skills in basic reading and language development instruction in all areas of the curriculum. CIRP provides a two-part program. First, initial team from each school attends a five-day workshop, focussing on diagnostic/prescriptive teaching, creative methods of teaching basic skills, facilitating a positive learning environment, management and record keeping, and using community (especially volunteer) resources. The workshop is designed to assist participants in acquiring specific competencies which will lead to achievement of their individual training goals. CIRP support materials complement the workshop by providing a wealth of practical ideas and activities for classroom use. Secondly, there is follow-up on-site consulting support to aid participants in implementing their goals and to train additional staff members, paraprofessionals, and/or volunteers in the school. The two-part program encourages all the teachers in the school to develop and maintain more effective teaching skills with a more positive, motivated and creative attitude. Participants may earn graduate credits.

evidence of effectiveness Awarded "President's Advisory Council's Pace Setter Award for Excellence in Education." Validated under the State IVD (Identification, Validation, Dissemination) process in 1973. Significant positive impact on reading performance as measured by Gates - MacGinitie Reading Tests K-8 in 1970-76.

implementation requirements Initial team of five persons per school (three classroom teachers, a specialist in reading or special education, and the principal) for a five-day in-service workshop during the summer vacation or school year. No additional staffing or equipment required in the school for implementation. CIRP support materials required.

financial requirements For initial team workshop--$1,500 tuition ($100 per graduate credit) CIRP support materials: $140. Continuing costs - five consulting days per team member per year @ $125 per day plus travel. CIRP support materials: $21 per teacher. It is suggested that each teacher be allotted $50 for materials to meet his/her specific needs. A wide variety of commercial materials usually found in most classrooms is recommended.

services available CIRP support materials--Teacher Idea Book: $10.; Listening & Following Directions: $5.; Comprehension: $6.; Set of Self-Instructional Modules: $35. CIRP staff will respond to telephone and written inquiries, handle visitors, make presentations of project at adoptor's site, provide a central in-service workshop, and follow-up support for implementation.

contact Dr. Joseph J. Lipp, President
CIRP, Inc.
328 Park Avenue
University of Bridgeport
Bridgeport, CT 06602

203-576-4992
Toll Free--CT 1-800-972-9488 Ext. 4992
Other N.E. States, N.Y. and N.J. 1-800-243-9496 Ext. 4992

Developmental Funding: ESEA Titles III, IVc and VIII
Department of Labor Governors Grant

RECON CATALOG NO. 8-4 Approved: 1973

PROJECT FACING HISTORY AND OURSELVES

adoption site of

descriptors Interdisciplinary Approach; History Instruction; Moral Issues; Inservice Teacher Education; Elementary Education; Secondary Education; Social Studies

target audience Teachers, administrators, and students in grades 8-12.

description An interdisciplinary curriculum on 20th century genocide to educate students and teachers about the meaning of morality, law and human behavior. Project-produced materials investigate the universal concepts of power, obedience, loyalty, decision-making, justice and survival. The curriculum facilitates the exploration of the roles and responses of individuals and groups struggling with moral issues and dilemmas which defy simple solutions, using the Holocaust and Armenian Genocide as content. Curriculum is designed to foster cognitive growth and historical understanding by inducing conflict and continually complicating simple answers to complex questions, and to strengthen affective learning by providing opportunities for psychological insight, empathy and moral commitment. Interdisciplinary model involving social studies, history, English, art, guidance and psychology. Teachers participate in awareness, content and methodology workshops. A project Resource Center provides materials, training and support.

evidence of effectiveness Massachusetts state validation, designated as an exemplary program by Title IV. Documentation and evaluation results available, including content and social reasoning tests and reports, student and teacher journals.

implementation requirements Training in use of project materials; development of an interdisciplinary support group within the adopter school; record-keeping through student and adult "journals;" use of curriculum materials, which are flexibly designed for use as a separate course of study or for incorporation into existing courses. Length of time is also flexible.

financial requirements

Student curriculum - $10.00 each
Teacher's Guide - Filmography/Bibliography - $15.00
Annotated Filmography/Bibliography - $5.00
Consultants - Workshop leaders - to be arranged

services available Assistance in implementation of model; content workshops; teacher training methodology workshops; documentation and evaluation; library of books, films, files, videotapes; consultants for curriculum development, teacher training, moral development and education and human rights; Resource Center to respond to telephone calls and written information inquiries, handle visitors and give workshops.

contact

Ms. Margot Stern Strom, Project Director
Facing History Resource Center
25 Kennard Road
Brookline, MA 02146
617-734-1111, Ext. 335 or 355

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 8-5

Approved: May 1979

PROJECT INTERSERV

adoption site of

descriptors

Teacher Inservice Education; Parent Education; Teachers as Trainers; Needs Assessment

target audience

K-12 teachers, administrators, parents and community members seeking to strengthen their teaching (or parenting) skills

description

A comprehensive, replicable model for staff development based on needs assessment, individualized inservice, and local sharing of teaching skills

Project Interserv's inservice options model for staff development is comprised of four specific components:

THE NEEDS ASSESSMENT - Project Interserv determines the needs for inservice training by conducting an annual survey of the staff's needs and interests, providing a means for teacher self-assessment and responding to needs for teacher skill development identified in the teacher evaluation process.

INSERVICE OPTIONS - Topics for inservice workshops are based upon results of the three assessments. Teachers may choose from a wide variety of options according to their needs. A catalog of over 90 inservice offerings is published each fall. Interserv workshops are offered after school and vary in length depending on content.

TEACHER-LED WORKSHOPS - All project Interserv workshops are conducted by local school department staff, who are trained as trainers. Use of staff talent is cost effective and also enhances teacher motivation.

EVALUATION AND FEEDBACK - All workshops are evaluated by participants on a Likert-type scale, which provides feedback for adaptation and improvement of workshops. More importantly, each participant also completes a "feedback" form stating what student behavior or attitude he/she will try to change as a result of skills gained in the workshop. In addition to the above components, strategies for involving administrators, developing parent and community programs and involving local colleges in providing credit courses are also available.

evidence of effectiveness

Validated by the Massachusetts Department of Education; now involved in state-wide diffusion. Currently nineteen communities are members of the Interserv network. On the average, teachers attend at least 1.8 to 2.8 four and one-half hour workshops yearly on a voluntary basis. This model can be adapted to all school systems, regardless of size, location or inservice policies.

implementation requirements

Adopter sites, with necessary training from Interserv, will need to establish an inservice committee, investigate and design needs assessment instruments, identify and train workshop leaders, design and produce an inservice catalog, conduct registration and assign staff to workshops, formulate an evaluation instrument, and evaluate workshops and the inservice program.

financial requirements

Initial awareness sessions will be provided without cost (travel and expenses must be paid). Training sessions and workshops at adopter site at $100/day plus expenses. Preparation time is charged at one-half the day rate or $12. per hour, whichever is lower. Materials are provided at cost. All services and materials, on the average, will be less than $2000.00 (excluding expenses) for the first year of implementation. In subsequent years, some assistance and monitoring will be provided at no charge, but adopters pay all travel expenses.

services available

Awareness materials and sample catalogs of inservice options free on request. Visitors are welcome (when schools are in session). Arrangements can be made to visit other adopter sites. Training at adopter site for members of the inservice committee, including needs assessment development, workshop leader training, hints and techniques on catalog design and printing, organizational plan for registration of participants, evaluation instrument development, workshop and inservice program evaluations, summative and formative evaluations, and training manuals. Implementation assistance available.

contact

Mr. Frank Lucca (Diffusion Director) or
Ms. Marianne McAllister (Interserv Director)
Project Interserv
Attleboro School Department
Attleboro, MA 02703

617-679-6329

Developmental Funding: ESEA Title III
ESEA Title IVc

RECON CATALOG NO. 8-6

Approved: April 1978

PROJECT MAINSTREAMING THROUGH INSERVICE EDUCATION

adoption site of

descriptors

Inservice Education; Class Management; Individualized Instruction; Handicapped Children

target audience

K-12 Teachers and Administrators

description

A staff development program for teachers and administrators in individualizing instruction

This program's long term goal is to bring about changes in attitude and behavior concerning individualization, through the modelling during training of the methods to be used in the classroom. During the five-day training sequence, participants have the opportunity to experience five different approaches to classroom management and to evaluate each in terms of their own learning styles. Thus teachers and administrators are encouraged to analyze their own attitudes and behaviors about learning and to better meet individual needs in the mainstream.

Participants study a curriculum divided into twenty-one modules of instruction. The training process for each management system models the classroom management procedures being studied and enables participants to experience some of the problems that many of our children face in the classroom.

The project reflects the approach that individualization begins with teacher attitude. As participants engage in individualized learning experiences, attitude and behavior change is fostered through personal commitment rather than imposed sanction.

The continuation of that commitment is encouraged through the development of a regional support network of past program participants and available resources.

The training usually takes place in a public school classroom centrally located for the participants.

evidence of effectiveness

The evaluation design is a comparison of experimental and control groups on the dimensions of knowledge, attitude, and behavior using pre, post, and delayed post measurements. The following instruments are used: Hancock County Knowledge Inventory; Minnesota Teacher Attitude Inventory; Semantic Differential; The Classroom Checklist; and The Classroom Drawing. Results suggest that this inservice training experience indicate: 1) specific impact is made on the knowledge, attitudes and behaviors of a significant portion of participants; and 2) changes occur in the classroom learning environment which reflect changes in teacher behavior. Together these positive changes support the movement toward individualized instruction and the mainstreaming of handicapped children.

implementation requirements

Full acceptance and adoption require administrative and staff support and participation in all stages of planning, organizing, implementing and evaluating this long-range staff development program. A master teacher is needed to function as Project Director/Inservice Trainer. Specific materials need to be purchased.

financial requirements

Purchase of the teacher training materials represents the most significant start-up cost. Adoption or adaption costs after the purchase of necessary materials would vary with the size and geographic factors of the administrative region to be served.

services available

Awareness materials are available at no charge. Awareness sessions are available upon request.

contact

Mr. Bill Breton
Director of Hancock County Educational Cooperative
Box 37
Ellsworth, Maine 04605 207-667-5388

Developmental Funding:

RECON CATALOG NO. 8-7

Approved:

PROJECT PROJECT SELF: Self Education Launches Forward

adoption site of

descriptors Humanistic Education; Teacher Inservice Education; Organizational Development; Laboratory Training; Personal Growth

target audience Teachers and administrators

description A training program to develop participants' competencies and skills in humanistic education and organizational development. Its overall goal is to facilitate students' affective and psychological growth through more effective use of the regular curriculum to encourage development of their self-knowledge and capabilities. Emphasizes strengthening self-awareness, humanistic classroom methods and organizational development training. Administrators are trained in such skills as system diagnosis, team building, goal clarification, problem solving, conflict resolution and power and authority dynamics to help schools create more self-renewing organizational structures.

evidence of effectiveness Validated by the Connecticut state department of education as an exemplary program. A two-year research study of 25 teachers participating in the program and a control group showed a significant difference on the Personnel Orientation Inventory, the Minnesota Teacher Attitude Inventory and the Loevinger Ego Development Test in favor of the target group. Observation of teachers in the classroom on a structured scale indicated project teachers were rated significantly higher.

implementation requirements Awareness session for teachers and administrators in humanistic education, personal growth dynamics and organizational development. Voluntary participation in a training experience for 15-60 participants, preferably residential (a minimum of a weekend, and a full week in the ideal). Six monthly one-day workshops may be substituted.

financial requirements

One-day awareness session: $250 plus expenses
Training: two staff
- Weekend: $1,000)
- Five days: 2,500) plus room, board and travel costs
- Monthly: 400 plus diem and travel costs

services available Awareness presentations and training at adopter site; follow-up consultation at adoption site during implementation.

contact Dr. Frank Bellizzi, Director
Connecticut Center for Personnel and Organizational Development
P.O. Box 237
Rocky Hill, CT 06067
203-529-7431

Developmental Funding: ESEA Title III RECON CATALOG NO. 8-8 Approved: 1975

PROJECT STILE: Student/Teacher Interactive Learning Environment

adoption site of

descriptors Inservice Teacher Education; Peer Evaluation; Teacher Expectations; Student Teacher Relationship; Parent Involvement; Dropout Prevention

target audience Teachers of grades K-12 in all curriculum areas and their students, particularly potential dropouts

description An in-service workshop program which deals with the power that adult expectations can have on children's learning potential through a supportive peer observation/feedback model. Designed to help teachers develop specific techniques for dealing more effectively with the dropout-prone student--those with low self-confidence and a history of poor classroom performance who have already dropped out psychologically. Affords teachers the opportunity to work together in professional ways to re-think their attitudes towards these students, their expectations and their teaching methods. Participants provide peer observation and feedback as they practice their revised approaches. Based on research on the effects of expectations and the ways in which they are communicated. A parent component helps them to understand the project's purposes, and to strengthen the working relationship between home and school.

evidence of effectiveness Validated at the high school level by the Massachusetts Department of Education. The evaluation employed a quasi-experimental design with a control and experimental group of teachers and their classrooms. Teachers were observed at four points in time using an observation instrument derived from Brophy and Good's teacher-student interaction analysis. A pre/post analysis showed significant changes in teacher behaviors over time as compared to a control group.

implementation requirements Implementation at a school site can involve various levels of commitment. The basic component is an in-service workshop for approximately twenty teachers. Administrative support is important.

financial requirements The project can provide all necessary materials and staff for the initial implementation phase. Costs involve freeing teacher participants' time for observation of roughly one hour per week, either through release time or substitutes. A continuing project requires a combination of a half-time administrator and a coordinating group of teachers meeting monthly for two hours.

services available Response to telephone and written inquiries; conduct of awareness-generating presentations at costs. Training and follow-up services for a limited number of adopters.

contact

Ms. Cicely Frampton
Project STILE
Room 20C-014
Massachusetts Institute of Technology
Cambridge, MA 02139

Developmental Funding: ESEA Title IVc and Local

RECON CATALOG NO. 8-9

Approved: July 1979

PROJECT TEACHER-COMMUNITY SEED CENTER: Sharing, Exploring, Educating, Developing

adoption site of

descriptors Teacher Inservice Education; School Community Cooperation; Adult Education

target audience Teachers and administrators of children grades K-12, parents and community members

description

A teacher center model for the development of innovative approaches to staff development, inservice, adult education and cooperation and communication between community members and schools.

The Center coordinates a wide range of services including school staff development program based on teacher-initiated and teacher-perceived needs, mini-grant program which provides seed money for innovative educational projects designed by anyone in the community, courses and workshops designed to meet the needs of adults wishing to continue their own learning experiences, resources and information available for grant research and writing, a centralized storehouse of curriculum information and materials used by teachers in various schools, centralized space for school and community meetings, and the implementation of innovative programs, including a teacher exchange program, an artist-in-residence program, and the establishment of a middle school steering committee.

evidence of effectiveness

Evidence of effectiveness is primarily a record of the use of the Center and the number of programs initiated in the Districts by the SEED Center. Validated by the Massachusetts Department of Education.

implementation requirements

Requires a salaried director, a budget for in-service activities and resource materials and equipment, and a comfortable space for housing the Center.

financial requirements

Will depend on level of implementation, staff and resources costs, in-kind contributions.

services available

Responses to telephone and written inquiries; visitors welcome by appointment. Training can be provided through a contractual agreement. A publication entitled Teacher Centering: A Resource Guide for the Design and Implementation of a Teacher Center is available @ $12. Follow-up consultation is available to adopters to assist in the design and implementation at a reasonable daily rate.

contact

SEED Center Director
Critenden Building
Ashfield Street
Shelburne Falls, MA 01370
413-625-2555

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 8-10

Approved: 1978

SECTION 9

READING/LANGUAGE ARTS/MATHEMATICS

BASIC COMPETENCY DIPLOMA PROGRAM--Maine..... 9-3

project BICEP: Barnstable Instructional Career Education Program--Massachusetts..... 4-3

project BLUEBERRY--Massachusetts..... 11-5

CIRP: Cooperative Individualized Retraining Program--Connecticut..... 8-4

CRANSTON'S COMPREHENSIVE READING PROGRAM--Rhode Island..... 9-4

HUMANIZING BACK TO BASICS IN SOCIAL STUDIES--New Hampshire..... 9-5

INTEGRATING NUTRITION--Massachusetts..... 12-4

LITE: Learning Integrated Through Esthetics--Massachusetts..... 11-7

MAINE STUDIES CURRICULUM--Maine..... 6-8

project PARTNER--Massachusetts..... 9-6

PRECISION TEACHING--New Hampshire..... 10-5

THEATER ARTS: IMPACT ON YOUTH--Massachusetts..... 11-8

VISUAL EDUCATION LABORATORY--Massachusetts..... 11-9

YOUTH AND THE LAW--Rhode Island..... 6-11

PROJECT BASIC COMPETENCY DIPLOMA PROGRAM

adoption site of

descriptors Basic Skills, Graduation Requirements, Performance Based Education, Criterion Referenced Tests

target audience Entire School Population (K-12)

description A comprehensive and broad-based effort to identify and improve basic competencies in language arts, arithmetic and life skills at all levels.

The program represents the effort of faculty, administration, and community members to establish a structured progression of behavioral objectives K-12 which will assure that all students will acquire, to the maximum of their individual ability, those skills in language arts and arithmetic fundamental to participating in the wider experiences offered through the school curriculum and that all students participate and show proficiency in the life skill areas of consumerism, practical government, and health.

The program at the high school level has been in effect for the past two years and consists of testing, remediation, and graduation requirements in the skill areas of language arts, arithmetic, consumerism and a portion of the health sequence. Practical government will be added to requirements in 1980.

Program at middle and elementary levels is presently at the data gathering stage. Skill sequences in language arts and arithmetic will be ready for pilot programming in the school year 1979-80.

Emphasis at all school levels has been placed upon open dialogue, clarification of objectives, unification of district-wide goals, mutual accountability, concern for the individual child, and the attempt to discover learning processes involved in the acquisition of basic skills.

evidence of effectiveness Junior and senior scores on basic competency examination have risen from a sixty percent failure rate (passing score 70/100) to all seniors passing with a performance score of 80 on language arts and arithmetic examinations. Gain in student interest, concern and pride is evident. Greater response and cooperation on the part of parents has also been apparent.

implementation requirements Commitment of the entire school faculty and administration to the development of such a program is essential. At least three years will be necessary to put any such program in place. This would include the necessary phase-in period.

financial requirements Cost factors will depend on extent of target areas, target dates, and administrative positions. An estimate for development would be $20-$25 per student per year. This figure would include the position of a program coordinator.

services available Response to telephone and written inquiries; visitors welcome by appointment.

contact

Mr. Walter M. Macdougall
Penquis Valley High School
Milo, Maine 04463

Developmental Funding: RECON CATALOG NO. 9-3 Approved:

PROJECT CRANSTON'S COMPREHENSIVE READING PROGRAM

adoption site of

descriptors Reading Development; Curriculum Guide; Consulting Teachers; Class Organization

target audience Kindergarten through grade nine; total student population of a given school, building principal, classroom teachers, reading specialists

description

Cranston's Comprehensive Reading Program is a systematic approach designed to improve student achievement levels in reading by making maximum use of existing resources within the framework of student need, teacher preference, and budget limitation. At the heart of the program is the reading curriculum guide, which is not restricted to a particular set of basal reading materials, but rather a process of defining, organizing, recording, and evaluating instruction to insure that every student develops reading skills at his instructional level and moves successfully through the curriculum at a pace commensurate with the student's age and grade level. The primary implementors of the program are classroom teachers assisted by reading consultants who function as resource personnel to principals, teachers, parents, and students. Emphasis is also placed on the integration of the compensatory reading program (should one exist in school) and the developmental program through cooperative planning by the reading teacher and classroom teacher.

evidence of effectiveness

Over a five year period there has been a steady improvement in reading achievement as measured by the California Achievement Test. In 1978-79 sixty percent of Cranston students achieved six months or more above national norms as compared to thirty-nine percent in 1974-75.

implementation requirements

Each teacher who participates will receive a reading curriculum guide that will be developed by adapting school personnel and directly related to the needs of the adapting school. Appropriate monitoring forms will be developed and made available, also.

financial requirements

The total cost for an adaption is approximately $5,000.00 which is available through a Title IV-C adaption grant. Grants are awarded on a competitive process and provide funds for a stipend to Task Force Committee members, payment to the curriculum writing committee members who work during the summer, and substitute salaries for the reading specialist and classroom teachers for in-service time.

services available

The reading consultant will participate in an intensive five day apprenticeship training session to be conducted at the demonstration site. The building principal will receive two days inservice training, one to be held at the demonstration site. Classroom teachers will receive a one-half day inservice training session to be held at the adaption site. Thereafter, inservice will be offered on an "as needed" basis. Cranston personnel will provide technical assistance to the curriculum writing committee who work for a period of not more than four weeks to develop a reading curriculum based on the assessed needs of the adapting school.

contact

Mrs. Catherine Ciarlo, Director of Reading Services
Mrs. Beverly Montaquila, Project Coordinator
Department of Reading Services
15 Curtis Street
Cranston, Rhode Island 02920

401-942-8940 or
401-944-4715

Developmental Funding: ESEA Title I
Local Funds

RECON CATALOG NO. 9-4

Approved: June 1973

PROJECT HUMANIZING BACK TO BASICS IN SOCIAL STUDIES (Individualizing U.S. History)

adoption site of

descriptors Reading Skills; Writing Skills; Library Skills; Independent Study; Team Teaching; Social Studies; Study Skills

target audience 11th grade high school students (can be used at other grade levels)

description Individualizing United States History is a Title IV validated program for 220 eleventh grade students at Nashua High School. The course is based, in part, on a similar program originally developed by Longmeadow, Massachusetts High School. The program attempts to improve reading, writing and library research skills through a team-teaching approach based on individual learning packets. Themes for the packets are established through lectures where other skills such as note-taking and outlining are emphasized, followed by questions and answer sessions where the lecture is reviewed and analyzed. Students then select one of twenty-five to thirty problems or issues based on the historical theme for research and written reporting. These problems vary in difficulty for students of different ability levels. Materials are maintained in a resource center located within an open area. Corrected problems are kept in individual student folders with other records of student progress.

Other highlights of the project include: an initial four-week skills unit dealing with essay writing, note-taking and historical problem-solving, a library research orientation using teacher-constructed problems, handouts dealing with study and writing skills, and Pre- and Post-testing utilizing the Iowa Silent Reading Test, Cooperative American History Test and the Library Skills Test.

evidence of effectiveness This project has been validated at Level III by the state Title IV Advisory Committee. Pre-and Post-testing utilizing the Iowa Silent Reading Test (Reading Comprehension), Larlin Library Skills Test-Level III and Social Studies Cooperative Test (American History). Gains reported on all three tests. Project won a 2nd place award from the New Hampshire Council for Better Schools, November 1979, and is included in Project Spread.

implementation requirements Adapters will need a large group instruction area as well as an area for a satellite resource center. This program could be used by a single instructor but is essentially designed for a team of two to four teachers. Staff training sessions and instruction in project writing is needed as is training in team instructional coordination.

financial requirements Costs related to teachers' time for constructing writing projects based on commercially available materials; overhead projectors, tape cassettes and 16 mm film projectors are needed as integral parts of the programs. The project utilizes existing staff members. Start up costs can be somewhat offset by using materials already available within the department. Staff workshop recommended for adoptees.

services available Complete curriculum package available. This includes course outline, skill development activities and individually constructed student projects. These are to be used in conjunction with staff training workshops. Response to telephone and written information inquiries, training adopters at our site or theirs and follow-up implementation assistance. Assistance in writing Title IV-A, Part C proposals. There is a fee for both professional services and curriculum materials. Travel expenses are to be assumed by the adopting site.

contact

Mr. Donald R. Marquis
Social Studies Coordinator
Nashua High School
Nashua, New Hampshire 03060 603-889-5400, Ext. 70

Developmental Funding: ESEA Title IVc
Local Funds

RECON CATALOG NO. 9-5

Approved: June 1979

PROJECT	PROJECT PARTNER

adoption site of

descriptors Visual Arts; Fine Arts; Elementary Education; Communication Skills; Writing Skills; Teacher Inservice Education; Arts Education

target audience All students in grades K-6; classroom teachers and arts specialists

description Artists-in-residence work with teachers on the development of learning activities which improve expression and communication in verbal, visual, and "enacted" forms. An integrated arts curriculum developed by poets, film/video and other visual artists, actors and dancers. A systematic collection of children's expressive products. Develops written communication skills.

evidence of effectiveness Analysis of student work samples indicates growth in a range of competency for expression/communication. Children served by the program were compared with children at the same grade level who were not. Validated for diffusion by the Massachusetts Department of Education.

implementation requirements Adopting teachers are trained to use project materials and to develop their own using the project's model. A short term artist-in-residence is desirable but not required. A single classroom teacher can adopt the program.

financial requirements

Project Partner Curriculum Manual: $35.00
Artist-in-Residence at $100.00 per diem optional
Teacher in-service: $150.00/per staff member trained

services available Manual; Demonstration Center visits; phone and written inquiries answered; awareness sessions; inservice for teachers and specialists to train adopting teachers; demonstration classes at the adoptors' site.

contact

Ms. Joyce Cohen
Director, Project Partner
Bessie Buker School 617-468-3008
School Street
Wenham, MA 01984

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 9-6

Approved: July 1979

SECTION 10

SPECIAL EDUCATION/LEARNING DISABILITIES

BEEP: Bedford Environmental Education Program--Massachusetts..... 6-3

EARLY INTERVENTION PROGRAM--Connecticut..... 10-3

OCCUPATIONAL DEVELOPMENT CENTER--Massachusetts..... 10-4

PRECISION TEACHING--New Hampshire..... 10-5

3R PROGRAM: Reality, Responsibility, and Re-education--Connecticut..... 10-6

TRAILS: Teaching Retarded Adolescents Independent Living Skills--
New Hampshire..... 10-7

WESTPORT SPECIAL EDUCATION CAREER/VOCATIONAL PROGRAM--Connecticut..... 10-8

PROJECT EARLY INTERVENTION PROGRAM

adoption site of

descriptors Special Education; Learning Disabilities; Early Identification; Parent Child Relationship

target audience Preschool children (three and four-year-olds) with a potential to develop learning disabilities, their parents and teachers. Originally validated as an intervention for a limited category of children, the program now serves any preschooler.

description This program focusses on the parent as the primary change agent in the young child's development, reflecting the philosophy that predictable learning disabilities are most effectively addressed before the age of five. Six children, their parents (usually the mother), a teacher and an aide interact in a play setting for two hours daily, three to four days a week to intervene in a child's potential disability, including speech problems, language delay, medical or emotional problems or hyperactivity. Time is reserved each day for discussion between parent and teaching staff to discuss the child and his or her learning style and progress. Parents (mostly middle class) learn how to more effectively foster their child's basic cognitive skills. This is a total program for screening, assessing and providing services to high risk children. A unique feature of the program is the use of the physical environment and spatial design to facilitate learning and growth. A wide range of consultant resources are used, including a school psychologist, school social worker, an architectural design specialist, an optometrist, a psychiatrist and a physician.

evidence of effectiveness Comparison studies were done with target children (mean age 50.8 months) and a comparison group (mean age 52.9 months). A significant difference favoring the treatment group was demonstrated in pre-post testing with the Stanford-Binet, Learning Accomplishment Profile and Visual Motor Integration.

implementation requirements Facilities: an elementary classroom and space for parent-staff meetings for each unit (6 children, their mothers, a teacher, an aide, a secretary).

Materials: learning and play materials and equipment for preschoolers; a modular system of blocks (44" x 5½ to 44"--construction plans are available from Cheshire). A number of training options are offered to adopters.

financial requirements Materials (project developed) and equipment: $2840.00 plus a wide variety of commercially available materials available in most classrooms. Staffing for one unit and ancillary personnel as outlined above for optimum implementation. However, two teachers and two aides can handle up to 27 children.

services available Response to telephone and written inquiries; visitors welcome by appointment; awareness-generating presentations at project site and other locations; one- or two-week training workshops and internships for adoptors plus follow-up consultation during first year of implementation; materials available for purchase. Costs for services provided away from project site must be borne by the adopter.

contact

Ms. Gwynette T. Caruthers
Department of Education
29 Main Street
Cheshire, CT 06410
203-272-0335

Developmental Funding: ESEA Title III

RECON CATALOG NO. 10-3

Approved:

PROJECT OCCUPATIONAL DEVELOPMENT CENTER

adoption site of

descriptors

Special Education; Vocational Education; Mentally Handicapped; Secondary Education; Career Education; Work Experience; Community Involvement

target audience

Secondary level special education students

description

The Occupational Development Center program is designed to provide secondary level moderately to severely retarded students with a variety of occupational training and career awareness experiences. The ultimate goal of the program is to enable students to make career choices, participate in job training and secure employment that is compatible with their interests and abilities.

Three levels of training are provided for students in the Occupational Development Center program: Part-time training, full-time training, and on-the-job training at community sites. The program stresses the development of: work habits, attitudes and skills; work-related basic living skills; on-the-job socialization skills; appropriate work behaviors; and career and life decision making techniques.

evidence of effectiveness

The program was evaluated for effectiveness based on student improvement on production tasks, social skills and work adjustment. Significant improvement was noted in all areas. The project has been validated by the Massachusetts Department of Education.

implementation requirements

Staff facilities and materials available for an in-school occupational center. Staff available for developing and supervising community based job sites.

financial requirements

Will vary depending on number of students served, existing staff and facilities resources.

services available

Response to telephone and written inquiries. The following services are available on a fees negotiable basis: An introductory presentation of the program, a workshop on developing vocational training activities in the school, a workshop on developing on-the-job training sites in local businesses, and consultation by phone and site visits during implementation.

contact

Mr. Rick Fentin
SEEM Collaborative
15 High Street
Winchester, MA 01890
617-729-1028 or
944-4733

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 10-4

Approved: Sept. 1979

PROJECT PRECISION TEACHING

adoption site of Precision Teaching Project, Great Falls, Montana

descriptors Precision Teaching; Basic Skills; Elementary Education, Remedial Instruction; Special Education; Resource Room Programs

target audience Students of all abilities in grades K-8

description A precision teaching model designed to remediate and build basic tool skills through use of these components: (1) screening (2) identification (3) remediation (4) continuous measurement and (5) data-based decisions. The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only to identify these students, but also as remediation tactics. ("Precision teaching" is a set of measurement procedures that is based on direct and daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student for recording and charting. Curricular decisions are based on available data. Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

evidence of effectiveness Evidence of effectiveness from the original project site:
Of the 19 experimental-control-group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 of the variables measured showed the experimental group to be superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior to the control group in 79% of variables as measured by the California Achievement Test, WRAT and one-minute probes. The original project was validated by the U.S. Department of Education (formerly U.S.O.E. and N.I.E.) Joint Dissemination Review Panel (JDRP) in 1975.

implementation requirements An adoption commitment can be made by any unit, such as a district (urban/rural) single school, or classroom. Units for on-site training should be limited to approximately eight people, including an administrator and a support person (e.g., psychologist) along with several regular and/or special-education teachers. Three days on-site training at the developer site is required, with three additional days for follow-up training. Equipment costs are minimal and, in most cases, existing facilities can be used. Units would be required to implement the major components noted under the "Description" section above.

financial requirements $500 plus expenses for 3 day workshop series, $400 - $500 for consumable materials for 1 year = $900 - $1,000

services available Three day workshop (1 full day, 2 half-days) facilitated by two trainers for the instructional staff that will implement the program. Response to phone or written inquiries.

contact
Mr. John Carr
Route 202 North
Peterborough, NH 03264
603-924-3536

Mr. Maurice Leflem
Public School
Greenfield, NH 03047
603-547-3334

Contoocook Valley School District
Peterborough, NH 03264

Developmental Funding: ESEA Title III

RECON CATALOG NO. 10-5

Approved:

PROJECT 3R PROGRAM: Reality, Responsibility and Re-education

adoption site of

descriptors Special Education; Learning Disabilities; Behavior Problems; Consulting Teacher; Elementary Education; Secondary Education; Resource Room Programs

target audience Students in grades K-12 who demonstrate mildly to severely inappropriate and/or academically underachieving behaviors

description The 3R Program is a K-12 program designed for handicapped children who demonstrate moderate to severe inappropriate and/or academically underachieving behaviors. A multidisciplinary diagnostic team and 3R staff participate in initial evaluation and placement. In order to provide the child with services in the least restrictive environment, a Liaison-Teacher-Counselor (L-T-C) intervenes while the child is still in the mainstream to provide consultative service and support to the regular education teacher and parents. If this intervention is unsuccessful, the child is placed for a short term in a 3R classroom staffed by a team consisting of a Teacher-Counselor, Cooperative Instructor and Liaison-Teacher-Counselor who are responsible for the design and implementation of an individualized education program. The L-T-C serves as a link between the child and his regular classroom, the 3R Program and his home. The primary goal of the program is to restore the child's natural support systems to a point of adequacy as quickly as possible.

evidence of effectiveness Statistically significant gains have been made by project students each year in reading and mathematics measured by the Metropolitan Achievement Test. The average academic gain is 2-5 months for every month served. The average academic gain for students served by the Liaison-Teacher-Counselor consultant is 1.2 month for every month served. Statistically significant improvement in appropriate student behaviors are demonstrated using the Devereux Elementary School Rating Scale. Students return to regular class in an average of 6 months with a 96% success rate.

implementation requirements Training at the project and adopter site for the staff of each classroom, consisting of a Teacher-Counselor and a Cooperative Instructor with support by a Liaison-Teacher-Counselor. It is desirable that the diagnostic staff participate in the training and implementation process.

financial requirements The Liaison-Teacher-Counselor and the Teacher-Counselor should hold special education certificates. It is desirable that the Liaison-Teacher-Counselor have previous teaching experience.

The cost for each Liaison-Teacher-Counselor consultant case was $131.00 per pupil for 1978-79. The cost for each student in a 3R classroom, including transportation, was $3,500.00 per pupil for 1978-79.

services available Materials available include a 3R booklet, handouts, position guides, video tapes, reprints and texts. Responses to mail and phone inquiries; visits to project site by appointment; training provided at project and adopter site.

contact

Mr. George Bondra
Executive Director
Cooperative Special Services Center
Allgrove School 203-653-2556
East Granby, CT 06026

Developmental Funding: ESEA Title III RECON CATALOG NO. 10-6 Approved: June 1973

PROJECT TRAILS: Teaching Retarded Adolescents Independent Living Skills

adoption site of

descriptors Special Education; Pre-vocational Training; Mainstreaming; Daily Living Skills; Adolescents

target audience Functionally moderately retarded students, ages 12-16. Curriculum may be adapted for 5-11 age group as well.

description A program designed to increase the independent living skills of moderately retarded adolescents. The TRAILS program is a regional educational program for adolescents functioning in the moderately retarded range. The program is housed in an apartment in an elementary school, where students are mainstreamed on an individual basis depending on their capability. The main emphasis of the program is on socialization, self-help skills and pre-vocational training. Functional academics, taught in the classroom and reinforced in the community, are also included. Physical activity is encouraged and is an integral part of the program, both to increase motor development and to provide outlets for leisure time. Communication with parents is encouraged to discuss student progress and reinforcement of ADL skills at home.

evidence of effectiveness Students showed significant gains in Vineland Social Maturity Scale, Martinek-Zaichkowsky Self-Concept Scale, gross motor items of the Purdue Perceptual Motor Survey and the Project Active Physical Fitness Test, as compared to a control group of similar population in a private facility. Validated July 1979 by N.H. Title IV office.

implementation requirements An apartment or a divided classroom. A qualified teacher and one aide for every four students is necessary for the core staff. Speech, occupational and physical therapies must be available as needed. A means of transportation into the community.

financial requirements Four-day training for core staff is required. An awareness workshop for the entire school staff is absolutely necessary. Follow-up training and monitoring will occur as necessary. Adopting district will be responsible for travel, per diem and lodging, if needed, for training staff to adopting site. Training packet, including curriculum guide and assessment tools, is included in cost.

services available Awareness materials are free. Visitors are welcome by appointment. Training conducted at adopting site.

contact

Ms. Kathy Dalton
Director
TRAILS Diffusion Project
Grinnell School 603-432-2702
Derry, N.H. 03038

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 10-7 Approved: July 1979

PROJECT WESTPORT SPECIAL EDUCATION CAREER/VOCATIONAL PROGRAM

adoption site of

descriptors

Special Education; Career Exploration; Vocational Education; Work Study Programs; Mental Retardation; Learning Disabilities; Emotionally Disturbed; Physically Handicapped; Field Experience Programs

target audience

Special education students ages 11-21 (grades 6-12) with varying disabilities

description

A structured, sequential closely-supervised career/vocational program for students with varying disabilities to prepare them for the world of work.

Each student is expected to graduate with a sense of his/her abilities, entry level skills and the ability to hold a job. Students begin at sixth grade or other appropriate level studying in school prevocational units such as metalwork, video-taping, graphic arts and food service. At fourteen they are eligible to participate in two community-based programs. One, in a retirement home, provides job experiences in grounds-keeping, food services and health care. In addition, a community internship program offers twice-weekly sessions at five job placement sites during the school year. At the high school level, internships are available at a variety of community sites both during and after school hours. Students earn high school credits on the job and a work study program is offered to those able to hold a paying job. Job performance is closely monitored and workshops are provided geared to the student's special needs.

evidence of effectiveness

Validated by the State Department of Education Title III validation team. Project evaluation and validation reports available.

implementation requirements

A special education teacher (without classroom responsibilities) can implement this program, the number of students depending on variety and severity of disabilities, instructional needs as mandated in the IEP, ages and program focus. A part-time psychologist is needed to aid in student selection, placement and evaluation. Training workshops offered to adopters. Facilities, equipment and materials needs depend on program focus. Insurance and transportation to and from work sites must be provided for students.

financial requirements

Staffing: one full-time teacher, one part-time psychologist for smallest unit of operation. Project-developed materials for instructional units: cost of reproduction. Other costs nominal and depend on community work-site requirements.

services available

Depends on the level of funding available. At minimum: responses to phone and written inquiries; visitor days by arrangement. Training workshops at project or adopter site, follow-up consultation at adopter site, and evaluation assistance depend on funds available or underwriting by adopter site.

contact

Ms. Bernice Luskin
Staples High School
70 North Avenue
Westport, CT 06880

Developmental Funding: ESEA Titles III and IVc
Local funds

RECON CATALOG NO. 10-8

Approved: March 1975

SECTION 11

SPECIAL INTERESTS: ARTS/COMMUNICATION/TECHNOLOGY

ART WORKS--Massachusetts..... 8-3

ARTS INFUSION PROJECT--Massachusetts..... 11-3

ARTS RESOURCE CENTER--Massachusetts..... 11-4

project BLUEBERRY--Massachusetts..... 11-5

LEARNING THROUGH ART--Massachusetts..... 11-6

LITE: Learning Integrated Through Esthetics--Massachusetts..... 11-7

project PARTNER--Massachusetts..... 9-6

THEATER ARTS: IMPACT ON YOUTH--Massachusetts..... 11-8

VISUAL EDUCATION LABORATORY--Massachusetts..... 11-9

PROJECT ARTS INFUSION PROJECT

adoption site of

descriptors Teacher Inservice Education; Basic Skills; Arts Education; Elementary Education

target audience Teachers of grades K-8

description The use of project-designed Arts Infusion Packets to teach the regular curriculum in elementary and junior high school.
The integration of area cultural resources into the regular curriculum.
The Arts Infusion Project designs packets of activities which use the arts to teach the basic curriculum of grades K-8. The packets are designed during the summer by teachers in corroboration with representatives from four area cultural institutions: the Springfield Symphony, Stage West, the Quadrangle Museums, and the Pioneer Valley Folklore Society. Among the arts activities which teach the basic curriculum are sessions with visiting trio of musicians from the Symphony, sessions with actors from Stage West, with folk singers from the Pioneer Valley Folklore Society, and field trips to the Quadrangle Museums and to Stage West. These sessions and other teacher-led activities which are compiled in the packets are all especially designed to teach the sixteen different instructional areas for which there are packets: Water Cycle, Storytelling, Primary Geometric Shapes, Capitalization & Punctuation, Groups, Neighborhoods, Parts of Speech, Multiplication, Intermediate Geometric Shapes, Ethnic Groups, The Renaissance, Paragraphs, Outlining, The Short Story, Drama, American Colonial History.

evidence of effectiveness Sixth graders who participated in the project scored higher than their peers who had not. Fourth graders scored as high as a nonparticipating control group in language arts and math concepts on the Stanford Achievement Test and higher than nonparticipants on the math computation achievement test. Participating students have demonstrated a higher level of creative thinking than a control group, as measured by an individual, untimed creativity test designed by Wallach Kogan.

implementation requirements
In-house project coordinator (part-time)
Area cultural resources (art, music, and/or drama)
Packet materials may be purchased.
An individual teacher may implement the program.

financial requirements

Packet Materials:	$75.00 - $450.00 per packet (includes project-developed and commercially available materials)
Equipment:	Slide projector, filmstrip projector, record-player, cassette-player

Contracted services of artists: Approximately $150.00 per packet

services available
Teacher Manuals for developing the packets: $7.00
Teacher-training in use of Arts Infusion Packets
Consultation on packet development, effective use of area cultural resources and effective use of Arts Infusion Packets

contact
Ms. Eleanor Lazarus, Director
Arts Infusion Project
West Springfield Schools 413-734-1518
Main St. School
West Springfield, MA 01089

Developmental Funding: ESEA Title IVc

Approved: July 1979

PROJECT ARTS RESOURCE CENTER

adoption site of

descriptors Aesthetic Education; Teacher Inservice Education; Elementary Education

target audience Students in grades K-6

description A program for integrating the arts into the regular elementary curriculum. The Arts Resource Center is a collaborative effort of the Arts Council of Franklin County and local school districts. The program has developed integrative arts materials and sponsors related teacher training workshops for K-6 classroom teachers, with guidelines for inclusion of local cultural resources. Workshops have included the integration of the arts in math and reading. Materials include:

Arts Kits in Fibers, Spinning and Weaving; Egg Batik; Kites; Artifacts' Photography; Printing; Pueblo Pottery; Sound; Wood Sculpting and Color

Art reproduction portfolios in Haiku: Let's Tell a Story; City and Country; the Family; Westward Ho.

evidence of effectiveness Validated by the Massachusetts Department of Education

implementation requirements An interested and enthusiastic staff committed to integrating the arts into the traditional curriculum. The materials necessary to create learning kits are generally available. Training in the use of the materials is necessary.

financial requirements The financial requirements will vary according to the adopter site. A half- or full-time person (depending on the scope of initial implementation) is needed to coordinate and serve as an in-service trainer in the arts and education.

services available Response to telephone and written inquiries. Awareness and training sessions in the use and creation of learning kits. Curriculum information on integrating the arts into the traditional classroom setting. Technical services in community arts organizing.

contact

Ms. Jerri Husch, Manager
Arts Resource Center
Franklin County Arts Council
7 Franklin Street, Box 364
Greenfield, MA 01302

61

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 11-4 Approved:

PROJECT

PROJECT BLUEBERRY

adoption site of

descriptors

Writing Skills; Communications; Television; Secondary Education; Vocational Interests; Documentaries; Community Involvement; Video Equipment

target audience

Junior and senior high school students of all ability and socio-economic levels

description

A "hands-on" experience for high school students in TV video-tape productions enabling them to develop and improve their communication and technological skills

An experiential English course in which students produce, direct, write and edit video tape documentaries on their community. Using the cable access TV station, the project broadcasts a weekly 60-minute show comprised of 6 - 7 segments. These 8 - 12 minute segments have included: PROFILES, on an inventor, a dulcimer-maker, an apple farmer, and an 80-year old ballet teacher; ISSUES, treating a comparison of suburban and urban police, teenage pregnancy, runaways, and the role of the elderly in the community. Blueberry enables students to connect with their community in a definable and meaningful role, and to develop their decision-making, leadership, team work, writing and technological skills, as well as their ability to make esthetic and critical choices. Provides an opportunity to develop vocational and pre-college interests and skills in TV and communications. Credit is earned for the English course by students engaged in the writing component. Social studies can also be the course focus.

evidence of effectiveness

Validated by Massachusetts SEA. Evaluation and validation reports available. Project's goals are the demonstration of a variety of knowledge and skills related to writing and producing TV documentaries on community issues and concerns, and documentation of improved writing skills.

implementation requirements

Commitment to TV video productions as a valid component of the English program; attendance at a one-week summer workshop; equipment needs: at least one portable VTR unit plus editing deck and accompanying accessories; a staff member familiar with video tape equipment helpful but not crucial; space for class and production work; an English teacher freed of extra assignments.

financial requirements

Materials: TV production manual @ $3.00 per student. Equipment: VTR portapac (approx. $2,000); Editing Deck ($1800 - 6000). Staff: An English teacher. Summer resident workshop: $300 per participant. While start up costs are high if equipment must be obtained; continuing costs are minimal.

services available

Visits to demonstration site by appointment; presentations at meetings, conferences; awareness workshop at adopter site for teachers, students, administrators, parents; a variety of training, including one-week summer resident workshop to train adopters; follow-up consultation during adoption process to assist and troubleshoot; workbook of TV lab problems and workshops for sale; descriptive materials available.

contact

Mr. Greg Trimmer
Mr. David Bernstein
Co-Directors, PROJECT BLUEBERRY

Minnechaug Regional High School
621 Main Street
Wilbraham, MA 01095

413-596-9011

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 11-5

Approved: June 1978

PROJECT LEARNING THROUGH ART

adoption site of

descriptors
Social Studies; Art Appreciation; Elementary Education; Teacher Inservice Education

target audience
Students in grades 4-8.

description
A program integrating art history and appreciation into the social studies curricula of grades 4-8. Learning through Art has developed over one hundred 45-minute lessons, accompanied by slides, to integrate art history and art appreciation into the social studies curricula. A school wishing to adopt Learning through Art would choose a series of eight or more of these lessons to be used at one grade level. One lesson might be The Common Sources of American Democracy and American Architecture as seen through the Work of Jefferson or The Effects of European Colonization of Africa on both European and African Art. The project also provides resource books for both students and adults to accompany these lessons. As part of the project, teachers are trained to present these lessons through a 30-hour one-week summer workshop, and by observing presentations of these lessons by project staff members in the classroom.

A collaborative effort with the DeCordova Museum, Lincoln, Massachusetts.

evidence of effectiveness
Validated by the Massachusetts Department of Education.

implementation requirements
Inservice training is initiated by museum staff, who demonstrate the program in a classroom and grade level selected by the adopter. Teachers must be released for this museum-conducted training and must participate in a one-week 30-hour summer workshop. A minimum of 4-5 teachers should be involved.

financial requirements
Approximate start-up costs are: fee for the slides, scripts and resource materials and books for eight lessons: $500; fee for the summer workshop and in-school presentations: $2500. New teachers joining the program after the first year can be trained for a reasonable fee. With five teachers and 100 children participating, the per student cost is $6. If the number of children is reduced to 30 per teacher, the per pupil cost is $20.

services available
Response to telephone and written inquiries. Providing slides, lesson scripts and resource materials; training teachers; presenting demonstration lessons in the classroom; critiquing teachers' presentations; providing library resources for teachers.

contact
Ms. Merrie Blocker
Director of Outreach Education
DeCordova Museum
Lincoln, MA 01773
617-259-8821

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 11-6

Approved:

PROJECT LITE: Learning Integrated Through Esthetics

adoption site of

descriptors Basic Skills; Aesthetic Education; Elementary Education; Junior High Schools; Language Arts.

target audience Students in grades 3-8 and 10, particularly those demonstrating low verbal skills.

description A basic skills curriculum for middle and junior high grades using an arts-in-education approach. LITE has been used in grades 3-8 and 10 as part of the regular curriculum and as supplementary activities. Through a multi-sensory approach (music, paintings and movement), the program addresses a variety of skill areas depending on the grade level, including language arts, geometry, vocabulary, parts of speech, writing, research, and self-concept. LITE has particular appeal for the non-verbal learner.

Materials used include: slide-tape presentations; art prints, slides, laminated materials; curriculum books for classroom teachers, including lesson plans.

evidence of effectiveness Validated by the Massachusetts Department of Education for grades 5,7,8, and 10. Significant gains made in student performance using control and experimental groups on the following tests:

SELF TEST (Home Grown),
IOWA,
Piers-Harris,
Torrance Test of Creativity, and
10th Holistic scoring of compositions (based on the ETS composition section of the College Boards)

implementation requirements

Awareness session
Grade level teacher training
A single teacher at any one level is sufficient to begin the program.

Curriculum will be used in classroom with standard AV equipment

financial requirements

Materials: The cost of project-developed curriculum materials and commercially available materials range from $400.00 - $700.00. The entire curriculum would approximate $1500.00.

Staffing: A coordinator is desirable the first year. One teacher at each level is sufficient to start the program.

services available Project LITE Staff will:

Respond to telephone and written inquiries
Lead awareness sessions at other schools
Conduct teacher-training workshops

contact

Mr. Rus Renson, Project Director
North Attleboro High School
Landry Avenue
North Attleboro, MA 02760 617-695-2555

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 11-7

Approved:

PROJECT THEATER ARTS: IMPACT ON YOUTH

adoption site of

descriptors Theater Arts; Writing Skills; Reading Skills; Secondary Education; Drama; Acting

target audience High School Students

description Students learn to create, write and perform original dramatic materials, while improving writing and reading skills. Original plays depicting scenes from students' lives have accompanying project-developed Teacher and Student Guides. These materials can be used by teachers in several curriculum areas to involve students in dramatic illustrations in the classroom of significant issues treated in the curriculum and having impact on the students/ lives. In the first two years of the program, students toured Boston area classrooms to perform their plays. Workshops are provided for teachers in playwriting and acting exercises. An 18-week curriculum in play reading, writing and acting has been developed including reading materials, writing exercises and dramatic activities.

evidence of effectiveness Validated by the Massachusetts Department of Education

implementation requirements Training in playwriting and acting exercises; use of project-developed materials.

financial requirements Costs for training and materials, visits to adopter site.

services available Response to telephone and written inquiries; visitors welcome by appointment; training and follow-up consultation with adopting teachers; original plays and Teachers Guides available.

contact

Mr. Steve Seidel
Theatre Arts: Impact on Youth
The Group School
345 Franklin Street
Cambridge, MA 02139
617-491-4884

Developmental Funding: RECON CATALOG NO. 11-8 Approved:

PROJECT VISUAL EDUCATION LABORATORY

adoption site of

descriptors

Basic Skills; Secondary Education; Audiovisual Instruction; Teacher Inservice Education; Communication Skills; Career Exploration

target audience

Students in grades 9-12 in all subject matter areas, staff in grades 9-12, and community groups. Project was validated for grades 9-12 and is now being expanded to train staff at the elementary and junior high school level.

description

The program offers an opportunity for students to learn and reinforce the basic skills in several areas through the medium of slide-tape presentations. The Visual Education Laboratory also helps improve the communication skills of the school community. The project provides a media-studio lab which services students, faculty and members of the community individually and in groups. Our Visual Education Laboratory provides complete assistance in the planning and preparation of slide-tape programs for use in all areas of the curriculum to reinforce learning.

The Visual Education Laboratory Program is organized so that students receive individual and/or group instruction in all phases of the preparation of a slide-tape presentation. There are four stages of production in our program. Research is the initial stage, where the student establishes the audience and objectives for the presentation. The culmination of this stage is a written outline for the presentation. The second phase of the program is writing the script. During this phase, students plan the visuals they will use in the presentation. They also write the audio portion of the presentation, before any technical work is begun. Production and presentation is the third stage. This stage of the program trains the student to photograph the visuals, to select and record the audio portion of the presentation, to cue the final audio tape and synchronize it with the visuals, and to prepare the presentation for viewing. The final phase is evaluating the presentation. This phase of the program provides the student with the skills and format to evaluate his/her own presentation and have an audience view and evaluate his/her presentation. These visual presentations are catalogued and retained in the Visual Education Laboratory and are available for use by all interested persons in the school.

evidence of effectiveness

The program was validated by the Massachusetts Department of Education as an exemplary model for state diffusion. Data and interviews indicated that students acquired more knowledge and understanding in the steps necessary to undertake and complete a research project and showed a more positive attitude toward school. They also showed an improvement in students' expository writing and communicative skills, revealed an increase in students career awareness in the media communications field, and indicated that the school community improved their knowledge and skills in communicating with language and visuals.

implementation requirements

A teacher-manager (could be an existing audio-visual specialist in the school district) trained in media production; space for the equipment and materials necessary for media production; equipment necessary for picture taking and developing, sound construction, and presentation of productions. The project can service an individual or be broadened to include the entire school community.

financial requirements

Most of the materials and equipment that are necessary for media production already exist in the school's audiovisual department. Therefore, cost would depend on the additional equipment that would be necessary for production, picture-taking and development, sound construction and the presentation of productions. Cost would also depend on the program level chosen. A teacher-manager who may serve as the district's audio-visual specialist, trained in media production, is the only staff necessary to run the program.

services available

Seven possible levels of a Visual Education Laboratory Program are available for adoption: 1. Teacher conferences for in-service programs with a follow-up. 2. A series of in-service workshops to teach staff how to produce effective visual messages through the medium of slide-tape presentations. 3. Use of consultant on technical aspects related to the visual media such as color slide processing, color printing and sound development. 4. Workshops for English and media teachers on the use of slide-tape presentations to improve perception and writing skills of students. 5. An In-House Teacher Center to assist teachers in the production of visual materials for the classroom. 6. Adoption of the Visual Education Laboratory program utilizing the existing Audio-Visual Specialist in your school. 7. Complete adoption of the program with program director.

contact

Ms. Linda Zayac, Director
Visual Education Laboratory
Southwick High School 413-569-6171
Feeding Hills Road
Southwick, MA 01077

SECTION 12

SPECIAL INTERESTS: GIFTED AND TALENTED/HEALTH/HUMAN BEHAVIOR/PHYSICAL EDUCATION

EXCEPTIONALLY READY--Rhode Island..... 12-3

project EXPLORATION--Massachusetts..... 6-5

INTEGRATING NUTRITION--Massachusetts..... 12-4

LEARNING FOR LIFE--Massachusetts..... 12-5

project MUNCH: Multiple Units of Nutritional Care and Health--Massachusetts 12-6

project OUTSIDE/INSIDE--Massachusetts..... 12-7

the PROVIDENCE PLAN FOR IMPROVED HEALTH AND NUTRITION--Rhode Island..... 12-8

ROCHESTER ALTERNATIVE SCHOOL--New Hampshire..... 2-6

project SELF: Self Education Launches Forward--Connecticut..... 8-8

PROJECT

EXCEPTIONALLY READY

adoption site of

descriptors

Basic Skills; Early Childhood; Gifted; Talented Students; Centers of Interest; Language Experience Approach

target audience

Although all students participate in project activities, this project was designed and validated especially for gifted and talented students in grades kindergarten and one. The project has also been successfully implemented in grade two.

description

Language experience and interest center approach. The primary purposes of project Exceptionally Ready are: (1) to select a group of kindergarten students whose cognitive skills exceed the curriculum range of the standard kindergarten classes, and (2) to develop and implement a curriculum focused on the specific interests and abilities of this group. The goal of the curriculum is to meet the cognitive needs of selected children without removing them from the standard kindergarten classroom or identifying them within the classroom in other than the normal classroom groupings. The curriculum allows children full social development through peer interaction.

In the development of the curriculum the project staff recognized that some children are gifted in many ways, but that each child is gifted in some way. The staff, therefore, chose to focus not only on the children selected as part of the target population, but also on all children within the classroom.

In addition, project staff allowed for individualized abilities of teachers as well as children. This, they felt, would promote the implementation of project activities.

evidence of effectiveness

The median percentiles of the children selected as Exceptionally Ready on the reading and listening subtests of the Metropolitan Achievement Test were 98 and 99 respectively. The median percentile for the mathematics subtest was 95. Project students (all the kindergarten population) numbered 400 per year with median percentiles in reading and listening subtests of 88 and 86 respectively. The mathematics median subtest percentile score for the entire population was 75. Only fifteen percent of the entire population fell below the 50th percentile on the listening subtest while 17% fell below the 50th percentile on the reading subtest.

implementation requirements

Each teacher who participates will receive the Exceptionally Ready curriculum of eight units. In addition, each teacher will receive selected materials which will enable him/her to construct and implement three out of the eight units. Only two units, however, must be constructed and implemented in the first year of the project. Each teacher will receive twelve days of inservice that are designed to familiarize the teacher with the Exceptionally Ready philosophy, the means of identification of Exceptionally Ready students, and time to construct two units. The project can be implemented with one teacher and class although there are usually four or five teachers and classes in a school who participate.

financial requirements

The project provides twelve days of funding for the payment of substitutes to teach the class of each participating teacher during inservicing. Funds for materials are also allocated for each participating teacher on the basis of approximately $450.00 per teacher. Each teacher receives an Exceptionally Ready curriculum and teacher guide.

services available

Each teacher will receive inservicing in order to construct the two units selected for implementation. Awareness materials and visits to the demonstration site are welcomed and encouraged. ESEA Title IV-C funds this demonstration project.

contact

Mrs. Cathy Valentino
North Kingstown School Department
100 Fairway
North Kingstown, Rhode Island 02852 401-294-4581

PROJECT INTEGRATING NUTRITION

adoption site of

descriptors

Nutrition Instruction; Cooking Instruction; Elementary Education; Communication Skills; Writing Skills

target audience

All students in Grades K-12 in all subject areas.

description

Integrating nutrition education into the existing curricular of a school. Project Nutrition was instituted to help all children understand basic nutrition information and to encourage them to apply nutrition principles to daily living. Inservice workshops for the teachers increase their knowledge of nutrition and their confidence in teaching nutrition. Each school is equipped with portable cooking facilities and food supplies, nutrition resource files and science equipment to bring nutrition experiences children will enjoy into the classroom. Eating is essential for nutrition education and learning activities use cooking and eating as part of the instructional process. For example, students in the language arts classes write and broadcast nutrition tips over the local radio station or strengthen writing skills by describing a food item in a written paragraph through the experience of the five senses. Social studies classes enjoy learning about and eating the foods of different cultures of the world or combine nutrition with a study of colonial times. Science students test for nutrients and conduct animal feeding experiments. Mathematics students learn percentages by reading nutrition labels and study diameter and circumference concepts using pizzas they make and eat. Art students design bulletin boards and make posters on nutrition. The project also influences the family and community as the children take the information home and parents report a new awareness of nutrition and changed eating habits.

evidence of effectiveness

Project Integrating Nutrition was validated by the Massachusetts Department of Education as an exemplary model for State diffusion. Students in the program scored higher on a nutrition test than the group in a comparable community. Parent feedback indicated pupils are more nutritionally knowledgeable than prior to program implementation and school snacks have improved.

implementation requirements

A teacher who is interested in nutrition to coordinate the program in the adopter school.
Portable cooking facilities if a small kitchen is not available for creative classroom cooking.
Resource files on nutrition including filmstrips, kits, games, cookbooks, curriculum guides.
Workshops for teachers, both in basic nutrition knowledge and how to infuse into subject matter areas.
A single teacher or an entire school can use this program.

financial requirements

Depends on facilities and materials already in the school.
Stipend for coordinator of program, part-time (amount depends on local district)
Portable cooking equipment (if no kitchen available) $500.00
Instructional materials including food $800.00-$1,000.00
Workshops by consultant at regular rates.

services available

Will respond to all phone or written information inquiries.
Visitors are welcome at demonstration site.
Awareness sessions with slide tape presentation.
Workshops to train adopters at their sites with follow-up implementation assistance.
Curriculum guide available with suggested activities and specific lesson plans.

contact

Mrs. Louise M. Haire
Director
Project Nutrition 413-569-5951
Powder Mill School
Southwick, MA 01077

Developmental Funding: ESEA Title IVc RECON CATALOG NO. 12-4 Approved: June 1978

PROJECT

LEARNING FOR LIFE

adoption site of

descriptors

Nutrition Instruction; Physical Fitness; Elementary Education

target audience

Students in grades 1-7; classroom and physical education teachers; health professionals

description

Participatory active learning programs for elementary students in nutrition and fitness. Emphasis on lifetime choices, with an understanding of the many factors that influence those choices.

Early Elementary unit: The Doofus Stories, an illustrated fantasy to be read by teachers to young children; 9-10 weeks of creative and inexpensive activities linking classroom and home, including a close look at TV commercials, supermarket searches, food label reading, fitness games, aerobic activity, relaxation.

Upper elementary unit: From the Inside Out, 220 pages of exciting information, do-it-yourself projects, and anecdotes, all whimsically illustrated. Emphasis on changing lifestyles, muscles in motion, the circulatory and respiratory systems, body image and self-awareness, food choices and how they are made, food origins, and the "inside" story of nutrition. Can be concentrated in 16 weeks or taught over the year.

Teachers' Guide and Resource Manual: Two separate books, geared to each unit, with all the activities, background information, resources, concepts necessary to teach the materials. Exhaustive annotated bibliography in each Teachers' Guide.

Teaching aids: Posters and vocabulary cards included with each curriculum.

Project materials have been purchased by schools in more than thirty states.

evidence of effectiveness

Validated at the lower elementary level by the Massachusetts Department of Education.

implementation requirements

Introductory workshops on nutrition and fitness are helpful, but not necessary as extensive information is provided in the Teachers' Guides. The Doofus Stories requires one storybook, one Teachers' Guide, a set of posters, and a set of word cards per class. From the Inside Out requires one book per student, plus a Teachers' Guide, poster set, and word card set per class. It is desirable to purchase a few other resource books and to rent a few films. Also desirable for the physical education teacher to have his/her own set of materials in order to encourage collaborative teaching.

financial requirements

The Doofus Stories package: $20 plus shipping.
From the Inside Out package: $25 plus shipping. Also $5.00 or $6.00 per student book, depending on quantity.
Required supplementary resources: Less than $30.00 per program.
Consultation: Ranges from none to 10 days per year, with costs ranging from none to $1,000, depending greatly on the needs of the adopting system.

services available

Responses to telephone and written inquiries; visitors welcome by appointment. Workshops in basic nutrition and fitness and teaching techniques, focussing on integration of subject matter into standard curriculum; assistance in adapting, administering, and interpreting evaluation tools and results; library of well-chosen reference materials which can be seen at the demonstration site or occasionally taken out on loan.

contact

Ms. Ann Buxbaum, Project Director
Learning for Life Project
Newton Public Schools
100 Walnut Street
Newton, MA 02160
617-552-7710

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 12-5 Approved: 1979

PROJECT PROJECT MUNCH: Multiple Units of Nutritional Care and Health

adoption site of

descriptors Nutrition Instruction; Elementary Education; Eating Habits; Lunch Programs; Dining Facilities

target audience Teachers, cafeteria staff, parents, and students in grades K-6

description Project MUNCH is a unified approach to nutrition education that combines a Nutrition Education Curriculum, grades K-6, with a program of family style feeding in the school cafeteria. MUNCH may be adopted in total or in part. The curriculum is designed to be independent of the feeding style utilized in the cafeteria. The Family-Style Feeding component of MUNCH deals effectively with school lunch problems of excessive waste, inappropriate cafeteria behavior and poor participation in the lunch program. MUNCH is adaptable to a variety of grade levels, economic situations, school sizes, and cafeteria set-ups. MUNCH personnel are available to assist school systems with grant development, program development and nutrition/cafeteria services.

evidence of effectiveness Project MUNCH has demonstrated marked decrease in plate waste, especially of milk and vegetables, reduced cafeteria noise levels, and improved table manners. Validated by the Massachusetts Department of Education.

implementation requirements

Staffing: Teachers, cafeteria staff
Training: Staff inservice training through Bureau of Nutrition Education and School Food Service
Facilities: Cafeteria, larger serving bowls, platters, etc.
Materials: Nutrition, films, books, posters, games, etc. (Bibliography available upon request).

financial requirements Minimal; requirements vary according to equipment already in cafeteria. Instructional materials; workbooks for K-6 available through MUNCH at a cost of $1.50 each. MUNCH curriculum books for teachers available at $1.50 each. Other material available on loan through other agencies.

services available Response to telephone and written inquiries; Consultation; Teacher workshops; Grant development assistance; Curriculum Guide for K-6, Student Workbook for K-6.

contact

Mr. Duncan L. Stewart
Oakham Center School
Oakham, MA 01068 617-882-3392

Developmental Funding: ESEA Title IVc

RECON CATALOG NO. 12-6

Approved:

PROJECT PROJECT OUTSIDE/INSIDE

adoption site of

descriptors Nutrition Instruction; Physical Fitness; Gardening; Curriculum Development; Elementary Education; Secondary Education.

target audience Students in grades K-12. Ladybugs: originally validated for grades 5 and 6, the program now serves K-6; Design: originally validated for grades 7 and 8, the program now serves grades 7-12; and Food: originally validated for grades 10-12, the program now serves 7-12.

description A curriculum development, community-information program which has developed and implemented the following materials, each intended for use over 30 class periods at the elementary or secondary level:
Ladybugs: an elementary level gardening and environmental science text. The text consists of 45 ringbound 8 1/2" X 10" cards. Each card introduces a topic concept followed by one or more hands-on activities. The text is thoroughly illustrated with photos and drawings and includes several charts for successful garden planning and planting.
Design: a secondary level fitness, self-image, weight loss and nutrition text divided into four chapters (Fitness, Body Design, Energy and Body Weight, and Food for Fitness) designed to help students evaluate and improve their own mental and physical health.
Food: a secondary level nutrition text, divided into nine chapters to help students evaluate and improve their diets. Chapter titles include: Sugar, Sugar Everywhere; Fat Facts; Protein Possibilities, and Fresh is Best.

evidence of effectiveness Each of the three texts was validated at selected grade levels by the Massachusetts Department of Education.

implementation requirements The secondary curricula can be implemented on an individual classroom or school-wide basis, with the cost of purchasing the Design and Food texts and their accompanying Teachers' Manuals. There are no additional costs. There are additional start-up costs for the elementary curriculum associated with the development of the garden site. These can vary tremendously according to the resources in- and outside of the school and the size of the garden.

financial requirements Materials Costs:

Ladybugs:	$5.00	
Design:	$5.00	BULK ORDERS of 25 copies or more of any text: $4.00
Food:	$5.00	
Teachers' Manuals:	$1.00, each	

services available Response to telephone and written inquiries.
Three texts available for purchase as above. In addition, a Mini-Book on healthful eating, and a videocassette, Rate Your Plate, are available. Training and consultation for adopters.

contact
Ms. Tracy Barnes or Ms. Carol Wintle, Co-Directors
Project Outside/Inside
Somerville Public Schools
81 Highland Avenue
Somerville, MA 02143 617-666-5700 X 552

Developmental Funding: ESEA Title IVc
CETA

RECON CATALOG NO. 12-7 Approved: June 1978

PROJECT THE PROVIDENCE PLAN FOR IMPROVED HEALTH AND NUTRITION SERVICES

adoption site of

descriptors

Humanistic Education; Basic Skills; Integrated Curriculum; Health; Nutrition

target audience

Pupils in grades K-3; demonstration sites are inner city low income area schools

description

Health and Nutrition Curriculum integration. The purpose of this program is to improve the knowledge and attitudes of children from low income families with regard to personal health and nutrition. The program integrates a health and nutrition curriculum into the regular instructional curriculum.

The two target schools in this program were the Camden Avenue and Veazie Street Schools. They are located in the Smith Hill and Wanskuck areas of Providence. Both are inner city schools and are considered to serve children from low income families.

The Providence Plan curriculum design includes suggested lesson plans, supplementary learning activities and curriculum integration blocks which are cross-referenced with the Providence School Department Mathematics, Social Studies, Language Arts and Science curricula.

evidence of effectiveness

At the beginning of this program, there were no significant differences between project and nonproject students. Students participating in project activities scored significantly better at the .05 level in the Health/Nutrition curriculum than did control group students. The project was subsequently validated.

implementation requirements

Curriculum lesson plans in health/nutrition plus teacher manuals are provided to participating school districts. There is an initial orientation workshop plus two days of curriculum integration workshops for the participating teachers. The project can be implemented with one or two teachers and their classes although there are usually six to eight teachers and classes in a school who participate.

financial requirements

The Providence Plan For Improved Health And Nutrition Services provides approximately $3,700.00 in materials and supplies to implement the curriculum. The project provides funding for teacher stipends during the initial workshop and teacher substitutes while the participating teachers integrate the curriculum.

services available

Each teacher will receive two days of inservice plus ongoing consultation in order to implement the Providence Plan. Awareness materials are available to the interested district. Visits to the Camden Avenue School can be arranged and are encouraged. ESEA Title IV-C funds this demonstration project.

contact

Mr. Frank Spaziano
The Providence Plan for Improved
Health and Nutrition Services
Camden Avenue School
Providence, Rhode Island 02908
401-456-9372

Developmental Funding: ESEA Title III

RECON CATALOG NO. 12-8

Approved: June 1977

INDEX

EXEMPLARY PROJECTS

BY STATE

CONNECTICUT

CIRP: Cooperative Individualized Retraining Program, Bridgeport p. 8-4
Early Intervention Program, Cheshire p. 10-3
project SELF: Self Education Launches Forward, Rocky Hill p. 8-8
3R Program: Reality, Responsibility and Re-education, East Granby p. 10-6
Westport Special Education Career/Vocational Program, Westport p. 10-8

MAINE

Alternative Program for Learning and Behavioral Problems, Sanford p. 2-3
Basic Competency Diploma Program, Milo p. 9-3
Exploring Childhood/S.A.D. #35 Preschool Program, South Berwick p. 5-3
Little Time Machine, Livermore Falls p. 6-7
Maine Studies Curriculum, Gardiner p. 6-8
Mainstreaming Through Inservice Education, Ellsworth p. 8-7

MASSACHUSETTS

Art Works, Boston p. 8-3
Arts Infusion Project, West Springfield p. 11-3
Arts Resource Center, Greenfield p. 11-4
BEEP: Bedford Environmental Education Program, Bedford p. 6-3
project BICEP: Barnstable Instructional Career Education Program, Barnstable p. 4-3
project Blueberry, Wilbraham p. 11-5
Enterprise CO-OP, Cambridge p. 2-4
project Exploration, Townsend p. 6-5
Facing History and Ourselves, Brookline p. 8-5
project Greenthumb, Lunenburg p. 6-6
High School Without Walls, Great Barrington p. 4-4
Impact Parent Program, Norton p. 5-4
Integrating Nutrition, Southwick p. 12-4
Interserv, Attleboro p. 8-6
Learning for Life, Newton p. 12-5
Learning Through Art, Lincoln p. 11-6
LITE: Learning Integrated Through Esthetics, North Attleboro p. 11-7
project MORE: More Orientation Regarding Employment, Palmer p. 4-5
project MUNCH: Multiple Units of Nutritional Care and Health, Oakham p. 12-6
Occupational Development Center, Winchester p. 10-4
project OPEN: Opportunities for Personalizing Education Needs, Ipswich p. 2-5
project OPUS: Occupational Program in a Universal Setting, Montague p. 6-9
project Outside/Inside, Somerville p. 12-7
project Partner, Wenham p. 9-6
STILE: Student/Teacher Interactive Learning Environment, Cambridge p. 8-9

MASSACHUSETTS (Continued)

Teacher-Community SEED Center, Shelburne Falls	p. 8-10
the TEC School, Needham	p. 2-8
Theater Arts: Impact on Youth, Cambridge	p. 11-8
Visual Education Laboratory, Southwick	p. 11-9
WALSE: Water, Air, Land, Solar Energy, Watertown	p. 6-10

NEW HAMPSHIRE

Brewster Winnipesaukee Project, Wolfeboro	p. 6-4
Humanizing Back to Basics in Social Studies, Nashua	p. 9-5
Precision Teaching, Peterborough	p. 10-5
Rochester Alternative School, Rochester	p. 2-6
Schools Within a School, Concord	p. 2-7
Self Concept Through Career Exploration, Gorham	p. 4-6
TRAILS: Teaching Retarded Adolescents Independent Living Skills, Derry	p. 10-7

RHODE ISLAND

Cranston's Comprehensive Reading Program, Cranston	p. 9-4
Exceptionally Ready, North Kingstown	p. 12-3
the Providence Plan for Improved Health and Nutrition, Providence	p. 12-8
Youth and the Law, Cranston	p. 6-11

VERMONT

Vermont is in the process of developing a state model for validation of program effectiveness.

EXEMPLARY PROJECTS

ALPHABETICAL

Alternative Program for Learning and Behavioral Problems	p. 2-3
Art Works	p. 8-3
Arts Infusion Project	p. 11-3
Arts Resource Center	p. 11-4
Basic Competency Diploma Program	p. 9-3
BEEP: Bedford Environmental Education Program	p. 6-3
project BICEP: Barnstable Instructional Career Education Program	p. 4-3
project Blueberry	p. 11-5
Brewster Winnipesaukee Project	p. 6-4
CIRP: Cooperative Individualized Retraining Program	p. 8-4
Cranston's Comprehensive Reading Program	p. 9-4
Early Intervention Program	p. 10-3
Enterprise CO-OP	p. 2-4
Exceptionally Ready	p. 12-3
project Exploration	p. 6-5
Exploring Childhood/S.A.D. #35 Preschool Program	p. 5-3
Facing History and Ourselves	p. 8-5
project Greenthumb	p. 6-6
High School Without Walls	p. 4-4
Humanizing Back to Basics in Social Studies	p. 9-5
Impact Parent Program	p. 5-4
Integrating Nutrition	p. 12-4
Interserv	p. 8-6
Learning for Life	p. 12-5
Learning Through Art	p. 11-6
LITE: Learning Integrated Through Esthetics	p. 11-7
Little Time Machine	p. 6-7
Maine Studies Curriculum	p. 6-8
Mainstreaming Through Inservice Education	p. 8-7
project MORE: More Orientation Regarding Employment	p. 4-5
project MUNCH: Multiple Units of Nutritional Care and Health	p. 12-6

Occupational Development Center	p. 10-4
project OPEN: Opportunities for Personalizing Educational Needs	p. 2-5
project OPUS: Occupational Program in a Universal Setting	p. 6-9
project Outside/Inside	p. 12-7
project Partner	p. 9-6
Precision Teaching	p. 10-5
the Providence Plan for Improved Health and Nutrition	p. 12-8
Rochester Alternative School	p. 2-6
Schools Within a School	p. 2-7
project SELF: Self Education Launches Forward	p. 8-8
Self Concept Through Career Exploration	p. 4-6
STILE: Student Teacher Interactive Learning Environment	p. 8-9
Teacher-Community SEED Center	p. 8-10
the TEC School	p. 2-8
Theater Arts: Impact on Youth	p. 11-8
3R Program: Reality, Responsibility and Re-education	p. 10-6
TRAILS: Teaching Retarded Adolescents Independent Living Skills	p. 10-7
Visual Education Laboratory	p. 11-9
WALSE: Water, Air, Land, Solar Energy	p. 6-10
Westport Special Education Career/Vocational Program	p. 10-8
Youth and the Law	p. 6-11